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ABSTRACT

Designed to assist teachers and school administrators in effective utilization of community resources within vocational-technical education programs, the manual outlines strategies in the identification, development, utilization, and evaluation of community resources available to local school districts. Section 1 provides a general introduction to the definition, identification, and value assessment of community resources. Section 2 focuses on the step-by-step procedures involved in the organization and utilization of citizens' advisory councils. Section 3 contains activities and procedures to assist councils and school personnel in the development and utilization of speakers, field trips, cooperative occupational education programs, and contractual agreements. The concluding section deals with the evaluation of citizens' advisory councils, guest speakers, field trips, and cooperative work experience programs. More than half of the document consists of four appendixes that correspond to the four preceding sections. Material in the appendixes includes samples of information and survey forms, letters, questionnaires, a citizens' advisory committee charter, recommended policies and guidelines, various contractual agreements, and evaluation/appraisal sheets. (EA)

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CRU SYSTEM

A MANUAL FOR COMMUNITY RESOURCE UTILIZATION

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PREFACE

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INTRODUCTION

This publication, The CRU System: A Manual for the Utilization of Community Resources, was prepared with the specific aim of assisting educators and school administrators with the effective utilization of all available resources in their communities in the conduct of viable vocational-technical education programs. In a practical and direct way, the CRU system outlines the necessary strategies to be employed in the identification, development, utilization, and evaluation of the many and varied community resources available in local districts for educational use.

The format of the manual provides easy access to vital information for using community resources: descriptions of the various components are clear and concise; step-by-step procedures are provided to facilitate implementation; appendices are adaptable for the needs of specific situations and a detailed index is provided for the location of specific information.

It is hoped that this manual will serve as a handbook and resource for the development, implementation, and improvement of the use of community resources in vocational education programs within the public school system.

SECTION I

COMMUNITY RESOURCES

What Community Resources Are

- Operational definitions
- Types of advisory councils
- Types of community resources

How to Identify Community Resources

- Identification of parents whose talents may be utilized
- Identification of local occupations and business establishments
- Systematization of the utilization of community resources

How to Assess Community Resources for Their Educational Value

- Factors to be considered in assessing community resources
- Assessment of the potential value of resources

I. COMMUNITY RESOURCES

Educators in vocational-technical education have long recognized the importance of the use of community-based, employer-employee knowledge in the process of preparing students for active participation in the work force. We, the teachers and administrators, have been working with the citizens of our various communities in an attempt to provide a reality-based vocational-technical education program by providing for student contact with persons and experiences in the labor market--both in school and on the job site.

However, today more than ever before, as educators, we need to utilize fully the experience and knowledge of the citizenry, within the educational framework. Through a systematized effort, we can identify, develop and use the community resources effectively. The result of this effort will be to provide our students with a complete and inclusive vocational-technical education program.

WHAT COMMUNITY RESOURCES ARE

Operational definitions

Operationally defined, the community is one or more groups of people of an arbitrarily defined area, interacting for the attainment of common goals and concerns. A resource, then, may be defined as the physical and social inputs supporting or having the potential to support community actions. In terms of career education, community resources are people who are involved in a variety of occupations within the defined area; places where the on-going occupational activities depict characteristics of occupations and demonstrate the relationships of a process to product or a service to the community;

and things such as materials, tools, equipment, facilities and ideas which should be utilized as a meaningful demonstration of educational relevance.

In addition to the above definition, the following list of definitions has been assembled as an introduction to the discussion of the development and utilization of community resources.

Types of advisory councils

An advisory council is a group of persons selected to collectively advise the educator regarding career education efforts within the community. Members of advisory councils are selected because they possess specialized knowledge and are predominantly from fields other than education.

Types of councils:

a. Career council -- concerned with the overall educational program.

b. Vocational-technical council -- concerned with the overall program of occupational preparation within one school system.

c. Occupational council -- concerned with one specific occupational program or family of occupations.

d. Area vocational center council -- concerned with occupational programs for several school systems with each member considering:

   (1) what is best for the community which he represents and

   (2) what is best for all the educational districts served by the vocational center.

Types of community resources

a. Community service organizations -- The various service organizations in the community which depend upon volunteer workers for their operation. Community service organizations, such as the Chamber of Commerce, YMCA, YWCA, Red Cross, Salvation Army and Heart Association, have a built-in corps of community volunteers that can be utilized as resource people in the classroom.

b. Local business establishments -- The various places in the community where on-going occupational activities demonstrate characteristics of occupations. Local business establishments can be utilized for field trips to give the students the opportunity for first-hand observation of local occupations and for work stations in cooperative education programs.

c. Government agencies -- The numerous federal, state and local agencies that provide service to the community. The many levels of governmental agencies employ a large number of people in various occupations. Civil service employees can be utilized as resource people either within the classroom or at their place of business.

d. Special resources -- The various places in the community not classified as business establishments or service organizations; places such as hospitals, nursing homes, airports and colleges which can be utilized.

HOW TO IDENTIFY COMMUNITY RESOURCES

To facilitate a program of active involvement with people and places in your local community, educators should use a systematized and organized identification process. The suggested format and information forms included in the appendices will aid in the identification of parents, businesses and other local individuals who can be utilized as resources. These people and places should be identified for availability to assist educators in meeting both general educational and specific program goals and objectives.

Identification of parents whose talents may be utilized

Parental involvement in educational programs not only implies acceptance of the educational programs on the part of the community, but it is considered one of the most important of community resources. Parents can be utilized as resource people by inviting them to class to share facts and concepts regarding their jobs, helping chaperone or monitor field trips, or arranging for the class to visit their places of business. The real world experiences of these concerned community persons may provide both motivation and enrichment in conjunction with classroom activities.

It is recommended that the form, entitled "Involvement of Parents," Appendix 1.0, p. 56 be distributed to students to be taken home for parental consideration. A follow-up letter entitled "Sample Letter to Interested Persons," Appendix 1.1, p. 57 may then be sent to positive respondents, providing information concerning the course and level of study as well as the goal of resource participation. An invitation in advance is generally necessary as people usually need to make arrangements to be absent from their jobs.

Identification of local occupations and business establishments

Work continues in every community, and local businesses or local occupations are readily accessible for observation and study.

The forms, entitled "Business Resource Questionnaire," Appendix 1.2, p. 58, and "Local Occupations Questionnaire," Appendix 1.3, p. 60, should be sent to all local businesses and occupations. The resulting affirmative replies should be filed for utilization in conjunction with classroom activities.

Systematization of the utilization of community resources

A comprehensive and itemized card file of local occupations and those involved in these occupations can be systematically developed for use throughout the school. Such a resource file will reflect the characteristics of your local community.

Begin to build a resource file by identifying the occupations existing in businesses within walking distance of the school. Other methods of initiating such a file include utilizing the yellow pages of the telephone directory, beginning with a desired category; identifying the businesses and industries represented by your local Chamber of Commerce; or contacting the parents of the children in your class, as previously suggested.

The resource card file can then be developed utilizing the positive responses of the request for information from local occupations, (see "Business Resource Questionnaire," Appendix 1.2, p. 58, and "Local Occupations Questionnaire," Appendix 1.3, p. 60).

HOW TO ASSESS COMMUNITY RESOURCES FOR THEIR EDUCATIONAL VALUE

Once community resources have been identified, it is necessary to assess their potential educational values. You may need to know the

amount of time and money you must invest in order to prepare the resource for use. You should decide whether or not the use of such a resource is likely to raise legal, ethical, moral or philosophical questions. You should determine whether there are other resources available that would better serve the educational purposes than the one being considered. The following seven-point check list and Appendices, Appraisal of Potential Resource Persons for Contributions to Educational Problems, Appendix 1.7 p. 65, and Appraisal of Business for Present and Potential Education Values, Appendix 1.8, p. 67 are provided to assist in accomplishing these tasks.

Factors to be considered in assessing community resources

One method of assessing community resources that will enable you to do a thorough job with a minimum expenditure of your time is to develop a check list of important factors.

The following are some questions that you should answer before deciding to utilize a particular community resource:

1. Does the resource meet the legal, ethical, social and moral standards of the school, the community and the state?
2. Will the school maintain the right and privilege to terminate the use of the resource without obligation if it becomes necessary?
3. Is the resource sufficiently flexible so that it may be modified if necessary?
4. Is the resource free of self-interests?
5. Will the development and preparation of the resource necessitate the expenditure of time and money?

6. If the contributions of the resource are judged as being worthwhile, will the school be able to continue to utilize the resource for a considerable period of time?
7. Is the resource sufficiently accessible to be of practical value to the school and the students?

Assessment of the potential value of resources

You will need to visit the resources to make on-the-spot evaluations. If you are dealing with human resources, then simple personal interviews may be sufficient to furnish the information you need to make a judgment regarding the resources.

Appendices 1.7, p. 65 and 1.8, p. 67 are check lists for assessing community resources. The primary objective of the check lists is to help you determine the community resources that may be utilized to enhance the educational offerings in your school.

SECTION II

ORGANIZATION AND UTILIZATION OF CITIZENS' ADVISORY COUNCILS

HOW TO DEVELOP A SYSTEM OF CITIZENS' ADVISORY COUNCILS

- Provisions of a system for citizens' advisory councils
- Establishment of an advisory council
  - Board approval
  - Charter and authorization
  - Selection of members
  - Appointment of members
  - Organizing and executing the first meeting
  - Establishing by-laws

HOW TO UTILIZE CITIZENS' ADVISORY COUNCILS

- Activation of a citizens' advisory council
- Utilization of advisory councils
  - Policy making
  - Suggested activities for citizens' advisory councils
  - Revitalization of an advisory council

II. ORGANIZATION AND UTILIZATION OF CITIZENS' ADVISORY COUNCILS

HOW TO DEVELOP A SYSTEM OF CITIZENS' ADVISORY COUNCILS

Citizens want to be involved in education. They want to do more than vote for school board members, attend visitation night and attend sporting events. They want to offer their assistance to the school in planning new programs, changing old ones and in providing their expertise in helping train youth for the world of work.

Schools must provide a system through which citizen participation in the educational process can occur. The use of citizens' advisory councils has long been recognized as a successful means of providing citizen involvement. Often, schools have not utilized citizens' advisory councils to their maximum potential. A system of developing and using citizens' advisory councils for vocational education is proposed in this section to assist schools in realizing the maximum potential of the citizens' advisory councils.

Provisions of a system for citizens' advisory councils

A complete system of citizens' advisory councils for vocational education will provide the link that is needed between the school and community. This school-community link is illustrated in Figure 1. As indicated, the citizens can provide input by offering advice in each of the occupational areas thereby benefiting both the citizenry and the school. Involved citizens who are aware of the school's vocational programs may generate increased support for the school's goals and efforts.

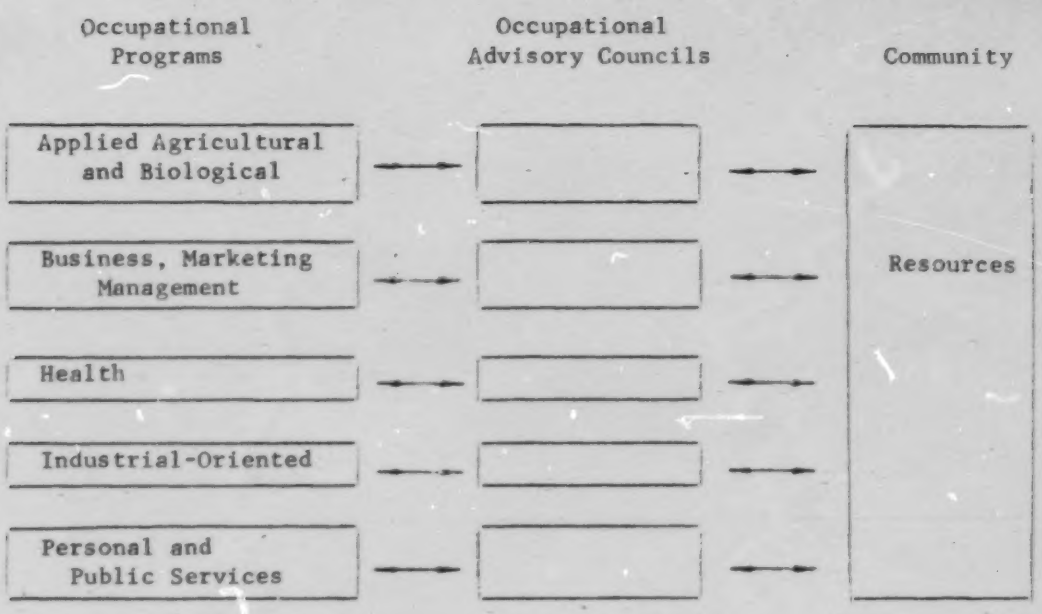

Figure 1. Citizens' Advisory Councils, a link between the school programs and the community

To maximize the efforts of the citizens' advisory councils, effective two-way communication between the councils and the board of education is essential. A general vocational advisory council provides a necessary link between the board of education and all occupational councils. A liaison officer to the general vocational advisory council, either the vocational director or an administrator, should facilitate two-way communication between the board and the general council. Problems and concerns to be studied and recommendations from the general vocational council should be relayed by the liaison person. Figure 2 illustrates the recommended vertical organization of the citizens' advisory council system. The lines connecting the advisory councils with the board of education represent the proper channels through which two-way communication should flow.

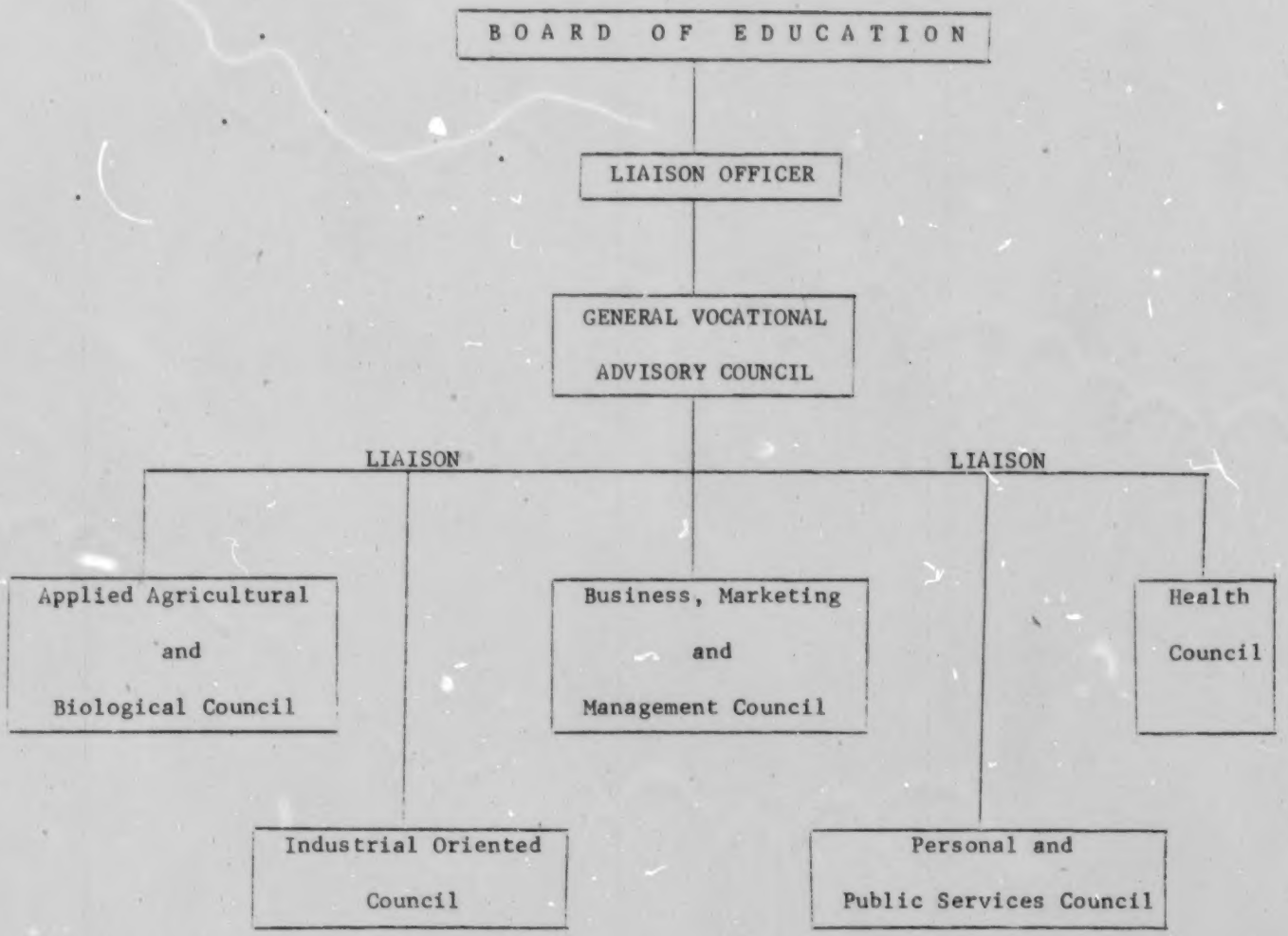

Figure 2. A system of citizens' advisory councils and illustration of proper lines of communication.

Occupational councils should report any recommendations regarding their specific programs to the general vocational council. Again, communication between the occupational councils and the general vocational council should be maximized. One council member, preferably the chairman, should represent his council on the general vocational advisory council. Other members from the community may also be selected to serve on the general vocational advisory council.

A system consisting of a general vocational advisory council and occupational councils for each occupational area is necessary to obtain community involvement throughout all of the occupational programs of the school. Additional councils, such as a cooperative education citizens' advisory council, may be added to this system to involve a greater number of citizens. A system involving the use of many councils is illustrated in Appendix 2.0, p. 68.

Establishment of an advisory council

There are six basic steps involved in initiating a council. These six steps are:

Board Approval

Your first step in initiating a council should be to document the need for such a council as well as the educational benefits to be derived from such a council. The general guidelines illustrated in Appendix 2.1, p. 69, "Sample Authorization (for the establishment of a council)," may assist you in justifying the need for such a council. The board should then approve and request further development of the concept.

Charter and Authorization

Many school boards will request that you prepare a charter for the

approval of the board. When you seek authority from the school board to form a council, you may have utilized general council guidelines. However, specific guidelines must be developed for the formation and operation of your council as illustrated in Appendix 2.2, p. 70, "Sample Operational Guidelines."

Before the school board approves or drafts a final charter, it may be advisable to meet with the board for a thorough discussion of the charter and its implications. Broad guidelines for the establishment of the council will be stated in the charter. The written guidelines approved by the school board should contain information regarding the following:

1. Philosophy and purpose of the school in general and of the career and occupational education programs in particular,
2. School policy regarding advisory councils,
3. Individuals to be served by the council,
4. Criteria for selecting council members,
5. Guidelines for council activities,
6. Relationship between council and school board, administration, staff and student body,
7. Channels of communication for council,
8. Selection and duty of officers,
9. Handling of council minutes and
10. Maintenance and termination of council.

In instances in which the school board has prepared a charter, it is essential that you are in general agreement with the terms of the charter. Do not accept a charter in which you have major disagreements with the hope that you will be able to make major changes in it as the year progresses. For a sample charter which provides a basic format

for advisory council charters, see Appendix 2.3, p. 73 and 2.4, p. 78.

Selection of members

The selection of actively concerned council members is extremely important for the proper functioning of the council. You will need assistance from knowledgeable people in the community to help you select individuals who have the potential to make worthwhile contributions to your educational and occupational programs.

One method that has been effective in selecting active council members is to have a selection committee submit a slate of prospective candidates for consideration by the school board. Some probable sources from which members of the selection committee may be ottained are as follows:

1. School administrators, school board or board of trustees.
2. Local chamber of commerce, professional organizations, civic clubs and labor organizations.
3. Faculty to be involved with the advisory council and the program which will receive its advisory services.

A sample selection committee resolution is included in Appendix 2.5 p. 84.

Once the selection committee has been appointed, the members should be oriented to the activities they are being asked to perform. You may want to discuss with the selection committee some of the characteristics that potential advisory council members should possess. Potential advisory council members recommended by the selection committee should possess the following characteristics:

1. Represent the community's socio-economic and cultural groups and the school service area,
2. Demonstrate an interest in education,

3. Have an ability to work with people,

4. Possess certain personal characteristics essential to the success of the council such as integrity, responsibility, maturity of thought and action, the ability to cooperate, a constructive attitude and tolerance to varying points of view.

The selection committee should assess the community and its factions in order to identify individuals meeting the criteria listed above. Voter registration and city directories provide lists of persons and their occupations. See Appendix 2.7, p. 86 for a sample candidate information form and Appendix 2.6, p. 85 for a sample selection matrix.

Appointment of members

Once a slate of candidates and alternates has been formulated the list should be approved by the school board. An administrator or teacher should then personally contact the prospective members, explain the purpose of the council and determine the persons' interest in serving.

The list of candidates who accept the appointment should then be submitted to the board of education for final approval. A sample letter of notification from the board of education (Appendix 2.8, p. 87) should then be sent to each candidate.

It should be emphasized that the selection committee can only make recommendations to the school board. Final approval and appointment of the members to a citizens' advisory council rests with the school board. Such approval, however, insures the official status of the advisory council which is essential in obtaining proper consideration of its recommendations.

Term of members:

1. It is recommended that the new members draw lots to determine their term of membership. One-third should serve one year, one-third for two years and one-third for three years,

2. A person who has served a term as a member is ineligible for reappointment until one year has elapsed following the expiration of his term and

3. All members appointed to replace members who have completed regular terms shall be recommended by the selection committee and approved by the board for a three-year term. Once the school board has approved the membership, each council member should be sent a personal member letter signifying his/her successful appointment (Appendix 2.8, p. 87). The appointment letter includes the date, time and place of the initial meeting.

Organizing and executing the first meeting

The members of a citizens' advisory council should have been officially appointed by the school board. They should have been informed of the time and place of the first meeting. The next step is to make adequate and appropriate plans for the first meeting. Every precaution should be taken to make sure that the first meeting is a success.

The meeting place should be properly arranged. Adequate biographical data on each member of the citizens' advisory council should be available for the purpose of making introductions. Members of the Citizens' Advisory Council, members of the school board, the school administrative staff, the superintendent, the principal and representatives of the faculty should attend the first council meeting which should be an introductory meeting. You should be prepared to orient members regarding the policies, the purposes and the functions of a citizens' advisory council. Every member of the council should be given a copy of the DVTE "Advisory Council Member" Bulletin.

At the first meeting temporary officers may be elected. Permanent officers should be elected after the members have had a chance to become well acquainted. Other matters which should be considered at this meeting include:

1. The development of a constitution or by-laws,
2. Organization and operation of affiliated committees,
3. Possible activities of the council and
4. Agenda for the next meeting.

Short talks by the board president, school superintendent and other school staff may be presented expressing appreciation for the willingness of the citizens' advisory council members to participate. Also a statement should be made regarding the impact of the council on the growth and improvement of the school system.

Establishing by-laws

Now that the first meeting has been held and the members of the advisory council have become acquainted with one another, they should establish definite guidelines for the internal organization and operation of the council. The following sample by-laws may be used by a council in developing appropriate by-laws to meet their needs:

1. Officers

   The officers will consist of a chairman, a vice-chairman and a secretary. The officers will be elected annually by the council. Together, the officers will constitute an executive committee.

2. Subcommittees

   a. Affiliated committees and subcommittees may be established and discharged by a majority of the council.

b. The president of the council can charge a subcommittee to elect its own chairman and secretary.

c. The subject or field of activity of the subcommittee will be specified by the council.

d. The subcommittee may be of any size appropriate to its function. Membership may consist of students, lay citizens and school employees. One member of the subcommittee shall also be a member of the council.

e. A consultant from the school system may be appointed by the school administration at the request of the council to meet regularly with the subcommittee. Special consultants may be enlisted pending approval by the council.

3. Program

a. The council will plan and operate under an annual program. Plans, topics and goals will be included in the program.

b. A program for each ensuing year will be discussed during the _____(month) meeting each year.

c. Proposals by the members will be considered by the executive committee who will formulate a proposed annual program to be presented to the council during the _____ (month) meeting for action.

4. Meetings

a. The annual program will indicate the regular meetings to be held each year.

b. At least nine meetings will be held each year.

c. Special meetings may be called or regular meetings may be cancelled by a majority vote of the council or by action of the executive committee.

d. The executive committee, in consultation with the school superintendent, will be responsible for planning the agenda of individual meetings.

e. Each meeting will begin at the announced time and will continue for no more than two hours.

f. Discussions leading toward a consensus of members will be the prevailing procedure in council meetings. Parliamentary procedure will be used when a decision of the council is to be recorded or transmitted.

g. Minutes of each meeting will be kept with copies being distributed to all advisory council members, the school board chairman and the superintendent. A permanent file of the minutes should be available in the school or community.

5. Responsibilities of the members

a. Each member is expected to attend meetings regularly, participate in council discussions and serve on affiliated committees and subcommittees as requested.

b. Each member is expected to carefully study any problems which come before the council before committing him/herself to a final decision.

c. Each member is expected to respect the rights of fellow council members by not reporting or discussing the opinions of other members outside the council. The opinions and conclusions of the council as a whole may be discussed.

6. Activities of members

After your council has been in operation for some time, you might need ideas as to the types of activities or problems in which your council might become involved. The Rurban Educational Development Laboratory (REDL) at the University of Illinois has produced a number of publications, two of which are "Activities of Citizens' Advisory Councils" and "Concerns of Citizens' Advisory Councils." These publications should provide many answers to your questions.

7. Loss of membership

Members who fail to attend three consecutive meetings automatically lose their membership unless they present acceptable reasons for their absences to the council. This is to encourage active membership only.

8. Use of consultants

The council recognizes the need for additional knowledge and assistance and will make extensive use of regular and special consultants from within and without the local school. Appendices 2.9, p. 88, "List of Sources of Consultants," and 2.10, p. 89, "Remuneration for Consultative Service," provide information concerning consultative services.

HOW TO UTILIZE CITIZENS' ADVISORY COUNCILS

So much effort has been put forth in the development of organization procedures for citizens' advisory councils that school personnel, using excellent techniques for organizing citizens' advisory councils, are often at a loss as to how to use these councils once they have been formed. This section provides suggestions for starting, using and reactivating citizens' advisory councils.

Activation of a citizens' advisory council

Many newly-formed citizens' advisory councils become involved in the study of school problems without adequate orientation. For the members to contribute their best efforts, they should be informed of the school's policy on vocational education and the program offerings of the vocational education department. They should be made aware of the state and national policies on vocational education, as well as be familiar with the school district's one- and five-year plan for vocational education.

A committee member training program should be planned during the first year of operation. It should not constitute the total program for the year, but should consist of a series of planned experiences which would constitute a part of the agenda for each meeting. Meetings should be planned which contain a balance of informational

activities as well as the study of educational problems. As the committee members become more informed about the vocational education program, the amount of time devoted to the education of the committee can be decreased. An illustration of the proportion of time spent during the first year of operation for training and education of the members is shown in Figure 3:

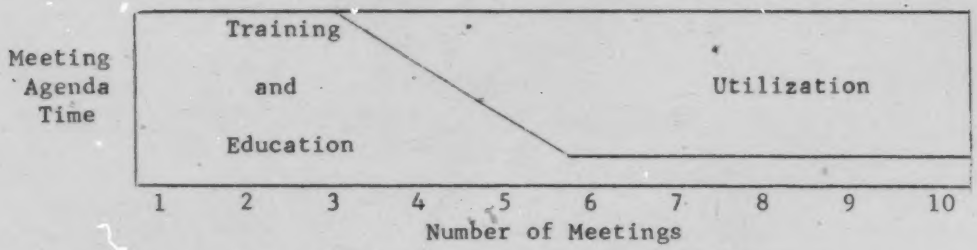

Figure 3. First Year of Meetings

As you work with the citizens' advisory council in making plans for the first year of activity, some of the following activities for council training and education programs may be used:

a. A series of meetings could be planned so that at each meeting one occupational department teacher could give a brief presentation of his/her program.

b. Tours of the school's facilities may be scheduled as a part of the meeting agenda.

c. Copies of the local school district's one-and five-year plan should be distributed to council members.

d. A list of the local school district policies for vocational education should be prepared and presented to members.

e. Consultants may be invited to present various aspects of the vocational education program to the council.

f. Visual presentations of student learning activities should be prepared and presented at a council meeting.

g. A tour of the facilities of a neighboring school's vocational education department may lend perspective to the views of the council members.

In addition to the plans for preparing persons to serve as council members, you should plan a program of activities for the year with the council. Included in the activities should be a problem of concern on which you need advice, giving council members the opportunity to offer advice and make recommendations on a specific problem during this first year. From this experience, the council will derive a feeling of accomplishment and a sense of the contribution that they are making to the school. The following list of activities are suggestions for council consideration in the first year program of work:

a. Communicate with other citizens' advisory councils in the school and in other schools.

b. Evaluate the adequacy of the vocational education program in the school.

c. Survey the community to determine public attitudes toward the school.

d. Study the needs of the community that might be served by the school.

e. Promote and plan an adult education program.

f. Plan a joint meeting with the school board.

g. Invite students to a meeting to present their needs and concerns.

h. Consider future plans for the expansion of the vocational education department.

i. Prepare an annual report to distribute to the school board.

j. Conduct a self evaluation to determine the effects of advisory council endeavors.

One final factor should be considered in the citizens' advisory

council's first year of operation. Publicity and communication are critical to the success of the council, consequently, sufficient publicity should be given to make the council members feel that they are an important part of the school program. Minutes of council meetings, recommendations and action taken on recommendations should be put in written form for visible proof of the citizens' advisory council's important role.

Utilization of advisory councils

An advisory council guided by written policies and productive activities assists in the development of a well-planned vocational education program. A prerequisite for the implementation of a sound annual or long-range program for any segment of vocational education is the development of adequate departmental policies.

Policy making

In some instances, schools do not have fully developed, written policies officially adopted by the Board of Education. An advisory council for each particular vocational education program may assist in the determination of needed policies and may recommend appropriate policies to the Board for adoption. Examples of such policy statements may be found in Appendix 2.11, p. 90. Because advisory councils can be instrumental in the process of developing a sound program for any field of education, and particularly, for the area of vocational education, the effective use of advisory councils in recommending policies becomes imperative.

The analysis of existing policies often reveals some very dated procedures. For example, at some schools, policy analysis may reveal

that a school has no obligation to provide vocational education for the adult population by either retraining or continuing education purposes. Some analyses reveal that a teacher of vocational education is expected to provide on-the-job instruction as an overload. These unwritten and frequently unrecognized policies prevent vocational education programs from serving the population and from providing valuable educational experiences. Thus, policies based on tradition or whim may be preventing school districts from developing the types of vocational education programs that are not only desirable but also essential.

The development of written official policies may produce many benefits that are either directly or indirectly related to a sound vocational education program. A policy statement is valuable in terms of informing new board members of a given program. It may also serve a similar purpose in the orientation of new superintendents, principals and teachers. Because it describes program objectives, responsibilities and division of authority, a policy statement will alleviate misunderstandings and confusion. It also assists those interested in vocational education in understanding and appreciating the efforts of their local school's vocational programs. Written policies promote continuity and consistency in programs and departments even though instructional and administrative changes occur. Finally, official policies not only protect instructors against pressure groups, but also prevent misunderstandings among the teachers and administrators of the school. Many communities that do not have sound official written policies would improve the morale of their vocational education teachers if they developed such policies. Policies provide the teachers with a

framework in which to work which, in turn, promotes shared responsibility.

Basically, policies adopted by school boards are a form of legislation; consequently, they should conform to the standards of properly proposed legislation. They are not rules and regulations for the purpose of determining procedures for accomplishing a specific task. They are simply general principles of operation, designed to apply for a considerable period of time. Sound policies establish a skeletal framework for a vocational education program which allows for considerable latitude for both school administrators and vocational education teachers. Methods for the fulfillment of program objectives may then be designed in conjunction with these policies.

Policy making is a legal responsibility of a board of education. Such authority cannot be delegated to any other group or person, but a board may and probably should seek assistance from others such as advisory councils in the formulation of school policies.

Suggested activities for citizens' advisory councils

Advisory councils participate in a variety of activities which produce benefits to students, school personnel, school board members, citizens and the community served. These activities may be divided into the seven following categories:

1. Help for teachers and administrators

   Assisting school administrators and instructors in establishing a philosophy of career education

   Assisting in the preparation of measurable objectives for career programs and courses

Assisting in establishing career education programs and advising on the use of proper criteria of evaluation

Assisting in planning clinics, in-service workshops, seminars and training programs for school career education faculty

Assisting in establishing teacher qualifications for specific occupations

Identifying substitute or resource instructors from the community to assist regular teachers in the classroom and/or teach in specialized program areas both day and evening

Assisting in preparing job descriptions that could be integrated with course content

Suggesting general occupational abilities a graduate of an occupational area should possess in order to successfully compete in the community job market

Advising regarding new equipment to be obtained

Advising regarding facilities to be remodeled or constructed

Assisting in the evaluation and revision of local one- and five-year vocational plans

Evaluating and issuing supportive recommendations on budgetary requests, physical conditions, adequacy of equipment and supplies, laboratory shops and classrooms

Advising and assisting in arranging plant and/or field trip visits for teachers to upgrade their teaching background in their particular occupational areas

2. Student career selection, placement and evaluation

Assist in evaluations made by outside agencies, such as Office of the Superintendent of Public Instruction, Division of Vocational and Technical Education, and North Central

Assisting in the establishment of criteria and qualifications necessary for students to apply for admission to vocational-technical programs, including the use and interpretation of aptitude tests for student self analysis

Providing information concerning desirable aptitudes, education and experience preferred for entry-level jobs and in the advanced training required for higher levels of specialization

Arranging interesting and educational plant and/or field trip visits for students and instructors (also parents of high school and/or elementary school students)--in some instances, these visits may serve as instruction relevant to work experience information

Providing specialized vocational literature to teachers, counselors, parents and students -- i.e., occupational folders, brochures, pamphlets, etc.

Assisting instructors in the formation of accurate, realistic specialized instructional projects for group and individualized instruction

Assisting in the developing and obtaining of qualification, certification and licensing tests, including apprenticeship requirements for initial employment of graduates

Identifying potential training stations for the placement of students in cooperative education programs

Participating and assisting in the interpretation of surveys of local industry manpower needs, job availability, anticipated employment in the community and identification of employment areas

Assisting in placement of students in part- and full-time employment and advising in the job placement of career program graduates

Assisting in establishing certain vocational-technical programs as recognized sources for craft apprenticeships

Assisting in the development and periodic evaluation of course content to insure that it is current in meeting the changing skill and knowledge needs of the community and employment areas for industry and business

3. Educational programs pertaining to career information and community-parent involvement

Advising regarding the content of parent handbooks

Advising regarding needed school equipment and supplies available on loan, as gifts or at special prices

Assisting in the establishment of standards of proficiency to be met by students and helping with job and task analysis in specialized areas

Assisting in the development of school procedures concerning the kind and volume of production work (i.e., "live jobs") to be produced by students so that this work will be of instructional value in the vocational education program

Arranging meetings to establish a cooperative relationship between school and industry (also parents of high school or elementary school students)

Assisting in maintainance, in conjunction with the school library, a library of specialized visual aids, magazines and books concerning occupations

Assisting in the development of special educational and training programs for disadvantaged and handicapped students--these to be conducted with funds made available by the Manpower Development and Training Act, the Economic Opportunity Act, etc., in accordance with the needs of the community and the recommendations of representatives of the administrative agency

Assisting in the development of continuing education for employed adults to pursue technical and skill improvement

Assisting in the development of apprenticeship and on-the-job training related courses in accordance with recommendations of local craft representatives and their specialized requirements

Assisting in the planning of plant or field trip visits for teachers to upgrade their teaching background in particular occupational areas

Providing, whenever possible, training resources (i.e., raw materials, finished products, equipment, charts, poster, etc.) for exhibit and instructional purposes in classrooms and shops

Assisting in making cost studies for specialized programs and courses

Assisting in establishing sequence of courses for proper student development in order that graduates will have adequate training in occupational cluster areas to compete in the job market

Promoting cooperation from other agencies for career education

4. Public relations

Supporting career education in its direct relationship to the activities of local and state school officials, boards and legislative groups

Helping to obtain speakers to address trade and civic groups, school banquets and assembly programs which concern the development and support of career programs

Assisting in arranging for publicity, subject to school review, using contacts with news media--i.e., newspapers, trade magazines and radio and television stations--that would not otherwise be available to the school

Participating in radio and TV programs designed to educate the public about career education

Participating in an "open house" for students, parents and other adults in the community

Promoting invitations for teachers, counselors, administrators and students to visit various plants and businesses

Advising employees and their families, with approval of top management, by posting information on bulletin boards, by including news stories in company publications and by providing enclosures in pay envelopes

Advising regarding funds and donations to advertise and advance specific school career education and training programs

Supporting educational workshops and conferences that advance career education by attending and participating in such meetings

Assisting in evaluating the public relations policies and actions of the school in respect to the community and the overall career program

Assisting in public relations procedures, both externally and internally, to encourage young people to consider vocational-technical education including: assisting in the formulation of a speaker's bureau to make speeches to civic clubs, career day meetings etc.; assisting in establishment of procedures for approaching parents to provide vocational and/or technical information; providing ideas for taking steps to acquaint younger students and teachers in lower grades with the programs; considering ideas for a system of visits to vocational area center schools to acquaint students with the programs available to them; assisting in procedures for approaching and providing information for guidance counselors

5. Applicable to Area Vocational Centers

Aiding the Area Vocational Center in studies of area school curricula to determine needed specialized programs that augment member school programs

Studying and advising on the proper representation of the advisory councils from each area school community

Helping to develop a communication method to report to each member school and community the Area Vocational Center activities and progress

Aiding in supplying specialized knowledge for site selection, necessary equipment and facility requirements for an Area Vocational Center

Assisting in the development of sequential curriculum for area schools including the Area Vocational Center that will help provide a complete training program

Assisting in planning interaction between teachers in specific occupational fields in area schools and the Area Vocational Center

6. Advisory council operations

Assisting in establishing and implementing a set of rules and by-laws to insure an active permanent advisory council

Supporting council endeavors through regular attendance at meetings and the encouragment of attendance by fellow members to insure a well-represented and effective council

Visiting councils in nearby communities to get new ideas and advice

Conducting joint meetings with the board of education and other advisory councils

Supporting and participating in the statewide organization for citizens' advisory councils

Preparing materials to assist advisory councils

Disseminating materials of interest to advisory councils

Assisting in the formation of a state-wide communications network among advisory councils

7. Student recognition

Advising regarding scholarships and other financial assistance for outstanding graduates who wish to continue their career educational training

Advising regarding recognition through prizes, awards and publicity for outstanding students as approved by appropriate regulatory agencies

Advising regarding recognition for outstanding leadership

Advising regarding criteria for awards and prizes to outstanding students

Assisting in conducting "open house" and recognition events

Advising and assisting student organizations such as Distributive Education Clubs of America, Future Farmers of America, etc.

Revitalization of an advisory council

In certain situations, councils become inactive. There are many instances in which councils have been formed for one specific goal, such as the establishment of an Area Vocational Center. One of the results of such a specific goal is that, after the goal has been achieved, the council members perceive their work as having been completed and feel that they are no longer needed.

What can be done to revitalize a council? First, get the facts as to why the council has become inactive. Review the minutes of the

council meetings and talk with individual members of the council to determine the reasons for inactivity.

Following the data gathering, one should call a special meeting of the council to discuss the problems of revitalizing. Remember that a "tune-up" of the council is desired rather than a major "overhaul." Provide the "challenges" that the council needs in order that the members may take action themselves. A presentation of recommendations for council activities may suggest a course of action for the members.

An annual plan is recommended for the maintenance of an active council. The annual plan will provide the members of the council with a map of activities outlining the need for their assistance in helping the vocational education program meet its goal. An example of a council's annual plan is illustrated in Figure 4 on the next page.

A council could very well adopt such an annual plan as a continuing cycle. Each year at a specific meeting (i.e., the March meeting), members would expect to review and evaluate the vocational education departments and conduct a self-evaluation of the council's progress. Thus, the council would have a plan for both continuity and consistency of activity.

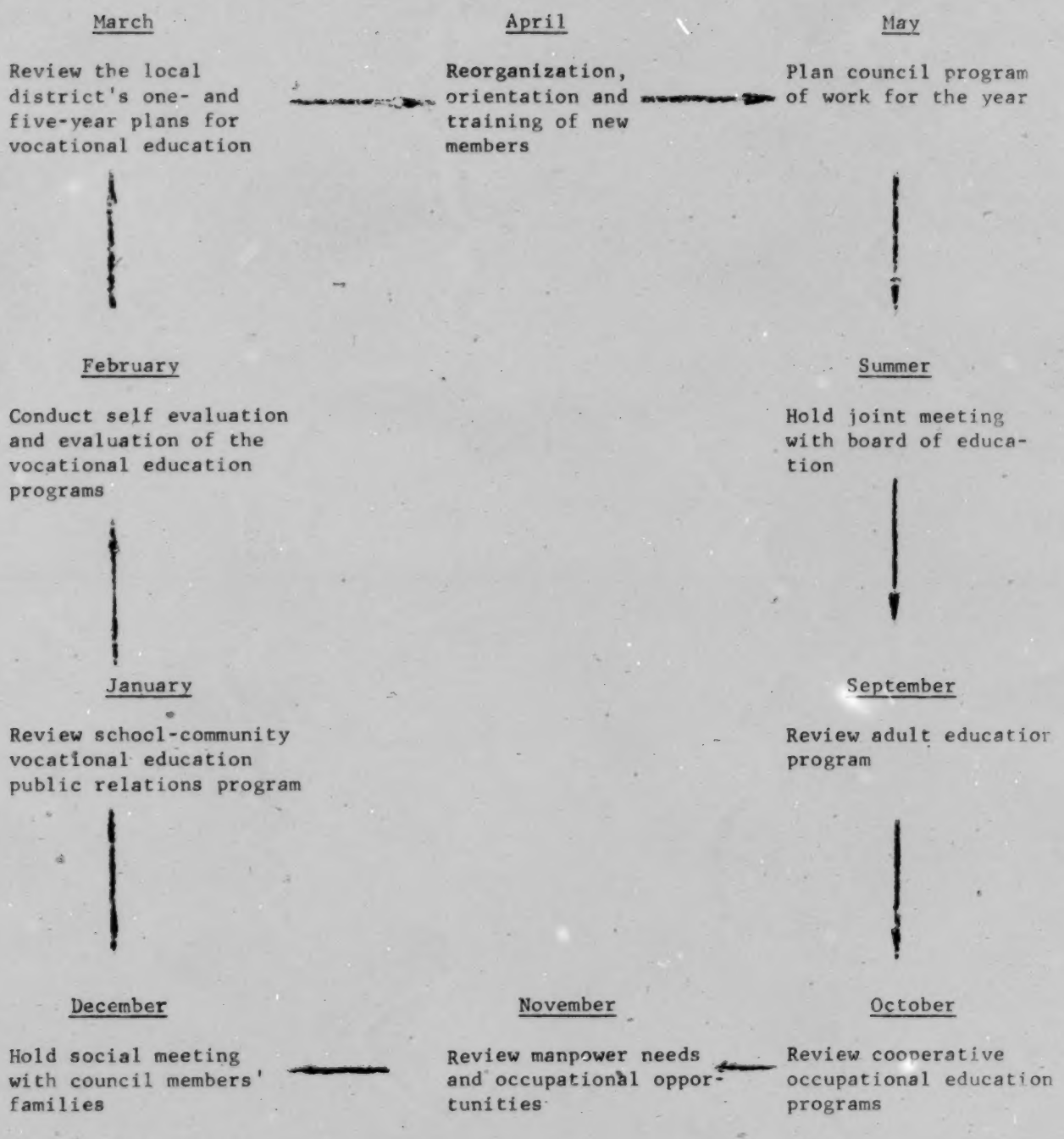
March
Review the local district's one- and five-year plans for vocational education
April
Reorganization, orientation and training of new members
May
Plan council program of work for the year
February
Conduct self evaluation and evaluation of the vocational education programs
Summer
Hold joint meeting with board of education
January
Review school-community vocational education public relations program
September
Review adult education program
December
Hold social meeting with council members' families
November
Review manpower needs and occupational opportunities
October
Review cooperative occupational education programs

Figure 4. Citizens' Advisory Council Annual Plan of Activities

SECTION III

DEVELOPMENT AND UTILIZATION OF SPEAKERS, FIELD TRIPS AND COOPERATIVE OCCUPATIONAL EDUCATION PROGRAMS

HOW TO PREPARE RESOURCE PERSONS

- Preparation of resource persons for class presentations
- Preparation of the class for resource persons
- Utilization of resource persons

HOW TO PREPARE AND UTILIZE SITES FOR FIELD TRIPS

- Preparation of sites for demonstrations or observations
- Utilization of sites for field trips

HOW TO DEVELOP AND IMPLEMENT COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

- Determination of the need for cooperative vocational education
- Implementation of a cooperative vocational education program

HOW TO DEVELOP AND UTILIZE CONTRACTUAL AND JOINT AGREEMENTS

- Formulation of contractual and joint agreements

III. DEVELOPMENT AND UTILIZATION OF SPEAKERS, FIELD TRIPS AND COOPERATIVE OCCUPATIONAL EDUCATION PROGRAMS

Citizens' Advisory Councils can be the major key to developing and utilizing community resources. However, guidelines concerning procedures and activities are needed for school personnel to accomplish these functions. This section contains activities, procedures, samples and forms which may be used by councils and school personnel in preparing and utilizing speakers, sites for field trips and contractual agreements for educational programs. The format for this section has been altered to facilitate the location of activities, procedures or forms for a specific need at a given time. It is recognized that modifications of procedures and forms will usually be necessary before application at the local level. Since each type of resource (speakers, field trip sites and contractual agreements) is treated separately, some overlap or duplication may be found. It is hoped that sufficient information is contained to provide an effective system for utilizing resources in the schools.

HOW TO PREPARE RESOURCE PERSONS

Resource persons from community civic groups, governmental agencies and economic institutions can offer a vast wealth of knowledge and skills regarding the world of work. However, unless they are properly prepared, much of what they have to offer may be lost. One must prepare a resource person to insure that his expertise is passed on to students in a useful way. A systematic procedure, as outlined in the following series of questions and procedures along with accompanying sample forms and activities, will insure that the resource person, the teacher and the students are properly prepared for the presentation.

Preparation of resource persons for class presentations

Activities	Procedures, Samples, Forms
A. Obtain the approval of the resource person to present a program to your class.	1. Utilize advisory council members who may know the person to make the initial contact.
B. Obtain permission from the person's top manager, employer or supervisor.	1. Discuss with the employer the overall purpose of using the resource person who is in his firm.
C. Obtain background information on the speaker for purpose of introduction.	1. Use sample speaker introduction, Appendix 3.0, p. 91. 2. Know how to pronounce the speaker's name correctly.
D. Develop with the person the main purpose and objectives of his presentation.	1. See sample objectives, Appendix 3.1, p. 92.
E. Develop with the person a plan of presentation.	1. Use sample lesson plan, Appendix 3.2, p. 93.
F. Work with the resource person in preparing any materials, instructional aids and hand-outs needed.	1. Duplicate copies of brochures. 2. Make posters, set up exhibits, etc.
G. Work with the resource person in preparing a level of presentation that the students will be able to understand.	1. Show the resource person a copy of the plan you are using to introduce the subject area. 2. See sample of a poor and a good approach, Appendix 3.3, p. 94.

Preparation of the class for resource person

Activities	Procedures, Samples, Forms
A. Develop with the class a need for the resource person.	1. Lead class in discussion to a point where expert opinion or skill is needed. 2. Develop with the class objectives to be reached. Sample objectives Appendix 3.4, p. 95.
B. Prepare a list of questions with the students in order for them to participate in discussion.	1. Discuss with the students proper ways to ask questions without creating offense or being too personal with the speaker (i.e., "What is the average income of a worker in your job?" instead of "How much money do you make?"). Sample list of questions Appendix 3.5, p. 96.

Utilization of resource persons

Activities	Procedures, Samples, Forms
A. Present occupational information.	1. Invite individual speakers. 2. Have speakers wear special clothing and bring typical equipment that are required by their jobs.
B. Conduct job interviews	1. Invite personnel directors, owner-managers and/or placement service personnel to interview students for jobs.
C. Conduct joint presentations with two or more speakers.	1. Panel discussions. 2. Demonstrations. 3. Forums.
D. Conduct career days and fairs.	1. Invite representatives from area employers to display products and equipment. 2. Have representatives present information about careers to students.

Activities	Procedures, Samples, Forms
E. Conduct demonstrations.	1. Invite resource person to demonstrate a skill or piece of equipment used in a specific occupation. 2. Work with resource person in the classroom in a team-teaching approach.

How to Prepare and Utilize Sites for Field Trips

Utilizing the physical facilities in the community (businesses, industrial sites and natural resources) expands the educational program of the school to levels not otherwise obtainable. However, activities on the field trips must be carefully planned to insure that students are not merely sight-seeing but that they are observing the demonstration of a process or activity of workers, products and services. The activities, procedures, samples and forms listed below provide a teacher with a plan for insuring the effectiveness of the trip.

Preparation of sites for demonstrations or observations

Activities	Procedures, Samples, Forms
A. Conduct a survey of facilities that may be used.	1. Visit the firm and tour the facilities. 2. Develop a list of equipment, operations, products and services that may be observed or used with the owner.
B. Develop a list of objectives to be reached with the people involved.	1. Discuss skills that can be taught and knowledge that can be obtained with the owner/manager. 2. Prepare a list of objectives with the owner/manager.

Activities	Procedures, Samples, Forms
C. Develop a list of activities in which the students can participate.	1. Tour the firm and note the equipment, products, facilities and operations that may be observed or used. 2. List the people who may help in demonstrating or instructing. 3. Use sample survey form, Appendix 3.6, p. 97. (All of activities A, B and C above can be done at one time.) See illustration of completed survey, Appendix 3.7, p. 98.
D. Prepare instructional aids, signs, pamphlets and displays that may be needed at the firm.	1. Prepare signs for the various operations observed. 2. Assist the firm in preparing displays of products or services. 3. Prepare a brochure describing the firm's functions, products and services.

Utilization of sites for field trips

Activities	Procedures, Samples, Forms
A. Observe workers in their jobs to provide occupational information.	1. Arrange for different workers to speak briefly to students about their jobs.
B. Demonstrate work processes, services and skills.	1. Arrange for workers to demonstrate the work they normally do.
C. Operate equipment the school could not otherwise make available.	1. Operate hospital equipment. 2. Operate special welding equipment.

HOW TO DEVELOP AND IMPLEMENT COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

One of the most effective uses of community resources is the cooperative occupational education program. The expertise of people working in business and industry and the facilities of these businesses and industries become an extension of the school's vocational education program. Many cooperative occupational education programs would not be feasible without these community resources; however, careful planning and proper steps must be taken to insure the success of a cooperative vocational education program. A need for the program must be established; support obtained from the cummunity; advisory councils organized to help identify, work with, and place students; and a training plan developed in cooperation with the training sponsor, coordinating the training of the student at the work-training site with the school program. All of these steps are equally important; however, for purposes of brevity, some steps are not developed in full detail in this manual. Where additional information is needed for one to carry out a step or procedure, reference is made to a publication available from the Division of Vocational and Technical Education, "An Articulated Guide for Cooperative Occupational Education," Bulletin #34-872. Obtaining a copy of this bulletin, in conjunction with this manual, will be helpful in planning a cooperative vocational education program or improving an existing one.

Determination of the need for cooperative vocational education

A program may be justified by collecting information which indicates that the needs of the students will be served. The school has a responsibility to meet the needs of the community. The activities, procedures and sample forms presented in this manual should

assist in the justification of a cooperative vocational education program.

Activities	Procedures, Samples, Forms
A. Determine the needs of the students for cooperative vocational education.	1. Conduct a follow-up study of graduates and drop-outs. (Refer to DVTE Bulletin #34-872, p. 17-18.) 2. Utilize the advisory council to help conduct the survey and analyze the data. 3. Use sample follow-up survey form, Appendix 3.8, p. 99.
B. Determine the interest and the needs of employers for the cooperative vocational education program.	1. Conduct a survey of the businesses in the community. 2. Use sample survey form, Appendix 3.9, p. 100. 3. Organize a steering committee consisting of employers from all major occupational fields in the community. (Refer to DVTE Bulletin #34-872, pp. 19 23.) 4. Utilize the local Chamber of Commerce for information on local employment needs.
C. Determine the needs for occupational training in areas not apparent at the local level.	1. Obtain US Government publications such as the Occupational Outlook Handbook, and Manpower Report of the President for occupational trends. 2. Utilize the regional Illinois Employment Service and Illinois Department of Labor for occupational needs at the regional and state level.

Implementation of a cooperative vocational education program

Once the need has been established, one should be ready to initiate the cooperative education plan. Several steps are involved in this stage. However, only the steps involving the use of advisory committees and other

community resources are described in this publication. Refer to DVTE Bulletin #34-872, for more complete guidelines.

Activities	Procedures, Samples, Forms
A. Develop a proposal and objectives for a cooperative vocational education program for presentation to the Board of Education.	1. Utilize a steering committee to analyze all data collected to justify the need for cooperative vocational education. 2. Follow procedures outlined in DVTE Bulletin #34-872, Chapter 3, "Determining Needs & Interests for Cooperative Vocational Education," pp. 17-33.
B. File a local plan for Vocational Education with DVTE.	1. Follow the procedures outlined in DVTE Bulletin #34-874, pp. 23-27.
C. Appoint a permanent advisory committee for the cooperative vocational education program.	1. Follow the steps in organizing an advisory council located in this manual, pp. 11-22.
D. Publicize the cooperative vocational education program.	1. Arrange to speak before service clubs, Chamber of Commerce and other organizations about the new program, its purposes and objectives. 2. Utilize the advisory council to inform the community. Encourage the members to contact individuals and businessmen.
E. Select training stations.	1. Utilize the advisory council to develop a list of potential training stations. 2. Visit the business and interview the owner and/or manager to determine possible work stations and identify training sponsors. (Refer to DVTE Bulletin #34-872 pp. 77-88.) 3. Check with the employer to insure compliance with all labor laws and regulations concerning a student worker working in the specific occupation. See Appendix 3.10, p. 101 for an "Application to

Activities	Procedures, Samples, Forms
	Employ Student Learner at Subminimal Wage." (Refer to DVTE Bulletin #34-872, pp., 89-94.) 4. Contact all public agencies in the community for possible training stations.
F. Place students in work-training stations.	1. Have students interview employers. Utilize advisory council members to help prepare students for interview techniques. 2. Develop a training agreement with the employer, the training sponsor and the student. See samples of training agreements, Appendices 3.11, p. 103 and 3.12, p. 104. 3. Develop a training plan with the employer, training sponsor and the student. 4. Examples of a training plan form and a completed training plan are included in Appendices 3.12, p. 104 and 3.13, p. 107.

HOW TO DEVELOP AND UTILIZE CONTRACTUAL AND JOINT AGREEMENTS

Some vocational programs needed by students in your school are difficult to offer. Many training programs require expensive equipment and additional specialized personnel to instruct in the program. Small school districts, in particular, may find it difficult to justify certain vocational programs either due to a small number of students interested in the program or to a lack of sufficient funds. Contractual agreements with other agencies and private schools or joint agreements with other schools enable you to offer vocational education programs which would not otherwise be possible. In no way are these suggestions made with the idea of competing with an Area Vocational Center. These suggestions are for the school which has no other means of providing the desired vocational program.

Formulation of contractual and joint agreements

The need for contractual or joint agreements will arise when a student or students have requested training in an occupation which is not available in the community as shown by the information gathered in the community survey (Appendix 3.9, p. 100). The activities listed are examples of typical contractual agreements.

Activities	Procedures, Samples and Forms
A. Contract with private schools to train students in programs too expensive for the public school to provide.	1. Develop a legal contract with the private school. 2. See sample contract with a school of beauty culture shown in Appendix 3.15, p. 111.
B. Contract with other schools to offer a vocational program which otherwise would have too few students from your school to make its offering feasible.	1. Develop a joint agreement with other schools to conduct a combined vocational training program. 2. See sample joint agreement form shown in Appendix 3.16, p. 119.
C. Contract with business and industry to utilize facilities and equipment.	1. Contract to "buy time" for use of data processing and other equipment too expensive for the school to purchase.

SECTION IV

EVALUATION OF COMMUNITY RESOURCES

HOW TO EVALUATE THE UTILIZATION OF COMMUNITY RESOURCES

Types of community evaluations

Determinations of the evaluation of community resources

Evaluation of citizens' advisory councils

Evaluation of guest speakers

Evaluation of field trips

Evaluation of cooperative work experience programs

- Student evaluation of cooperative occupations programs
- Appraisal of training centers
- Evaluation of the student
- Employer appraisal of the program

HOW TO EVALUATE THE UTILIZATION OF COMMUNITY RESOURCES

Evaluation of a program, or some portion of it, is necessary so that you can: (1) keep your program up-dated with the most current information available, (2) drop obsolete practices from the program and (3) determine how well the program has met its objectives.

Types of community resource evaluations

Evaluations are of two types, (1) the FORMATIVE, which is a continuous type of evaluation, and (2) the SUMMATIVE, or an end-of-course evaluation. In addition, evaluations can be made of (a) the PRODUCT or of (b) the PROCESS. Of these two, the process evaluation is the easiest and most often used. Process evaluations take into account the teacher, students, facilities, materials available for use, resources used and other things necessary to achieve the objectives as set forth in the program. Product evaluations are more difficult because you are trying to evaluate the student's success in the job he enters after graduation. Evaluations of this type require the expenditure of a considerable amount of time. Therefore, rapid changes needed in the program to keep it current cannot be made. Because of the time required for product evaluations you find that most evaluations are of the process and formative types.

Determinations of the evaluation of community resources

The evaluation of community resources should determine (a) who has used each of the resources, (b) how many resources have been used, (c) how they were used and (d) how each resource was used. More questions will arise that will be specific to each individual

program. Therefore, an evaluation program will have to be "tailored" to fit the particular situation. There is no one "right" evaluation form for all situations. Look at many evaluation forms, draw from several of these and develop a form that will fit the needs of the particular situation. Even the design that is chosen will have to be changed and/or modified from time to time as the program changes.

A final selection of the method of evaluation will depend on the reasons for the evaluation, the amount of time that is available for the evaluation and the manpower available.

Remember, evaluation is not the final step nor the end in a program of community resource utilization. Instead, it is a part of an on-going process of improving the program.

Evaluation of citizens' advisory councils

The suggested form, Appendix 4.0 , p. 120, will assist the evaluator(s) in determining the effectiveness of the citizens' advisory council in the accomplishment of its duties. This particular form can be used periodically throughout the year. However, it lends itself best to an annual evaluation of the council.

The results of the advisory council evaluation form may be interpreted in one of two ways, either item by item or overall. In an item by item analysis, each question on all forms completed is interpreted and tallied separately to determine how well the council has performed on each particular item. In the overall evaluation summary, all of the responses are added and divided by the total number of responses, resulting in an overall average for the entire evaluation.

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Evaluation of guest speakers

An effective guest speaker must speak on a topic relevant to what is being discussed in class at the time the speaker visits the school. The suggested form, Appendix 4.1, p. 122, can be used by the instructor to evaluate a speaker and the topic in relation to the subject matter being discussed at that time. It may also be used by the students to enable the instructor to determine how well the speaker related to the topic being discussed by the class and how successful the speaker was in getting points across to the students.

Evaluation of field trips

Field trips can be valuable learning experiences or they can be no more than an opportunity for the students to get out of the classroom. When properly used, a field trip should provide the students with valuable educational experiences and a chance to see classroom theories and practices applied to real life situations.

The suggested form, Appendix 4.2, p. 123, should be filled out as soon as the students return from the trip while the impressions are still fresh in their minds. The instructor should also complete an evaluation form to record his/her impressions of the trip and to provide a gauge for the interpretation of the students' feelings and impressions of the value of the trip.

Evaluation of cooperative work experience programs

Student evaluation of cooperative occupations programs

One method of evaluating a course is to involve the students. A sample form is provided in Appendix 4.3, p. 125. The blanks marked with (X) should be completed, and where choices occur, students should

circle the answer they feel is best. The name or type of course the student is evaluating should be indicated in the blank provided at the top of the form. While this form is generally used at the end of the course for purposes of course revision it may also be used at the end of a week, a grading period or a semester.

The suggested form, Appendix 4.4, p. 127, should be used upon completion of the program to enable the coordinator to make any changes that may be necessary before placing another student in that work station. The evaluation will denote student reaction to his employer and fellow employees; the work situation or environment; the teacher--coordinator; related classroom materials and instruction; and scheduling and coordination with his school life.

Appraisal of training centers

Appendix 4.5, p. 129, is designed to be used by the teacher-coordinator in his evaluation of the cooperating work center. From the information on the form, the teacher-coordinator can evaluate the work center in the occupations program and determine whether or not to retain it as a future site for a work center.

Evaluation of the student

Appendix 4.6, p. 130, should be used by the employer to evaluate the student at his work station. With this form, the student's supervisor can also evaluate the student's progress and record his interpretations on the form.

Employer appraisal of the program

Appendix 4.7, p. 131, is designed to be used by the employer to

appraise the cooperative vocational education program. This evaluation generally takes place upon completion of the student's training period. The coordinator should discuss the evaluation with the employer for purposes of improvement.

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APPENDIX 1.0

INVOLVEMENT OF PARENTS

Use: It is recommended that the following form be distributed to students to be taken home for parental consideration. Parents can be utilized as resource people by inviting them to class to share facts and concepts regarding their jobs or arranging for the class to visit their place of business.

SCHOOL_____ GRADE_____ TEACHER_____

As a part of our regular instructional program, we would like parents to come to our class to tell the students about their occupations. Our students will benefit by contact with an adult who is contributing to him/herself and his/her society. We are sure they will have many significant questions.

Please fill out and return this form. You will be contacted to arrange a definite time and date. The general objectives of the program and suggestions for the things we would like to know about will be available. We are interested in all occupations.

Please return to the teacher.

Name_____Phone_____

Address_____

Occupation_____

Company or Firm_____

It would be most convenient for me to be at your school on (days and times).

_____

_____

_____

_____
Signature

APPENDIX 1.1

SAMPLE LETTER TO INTERESTED PERSONS

Use: The following letter may be sent to positive respondents of the initial correspondence to involve parents. This communication will provide information as to the goal of resource participation.

Dear _____,

Thank you very much for your willingness to participate in our program. Could we meet on (day and time) to discuss your participation in the program? The following is a list of things the students may like to hear about:

--What is your job title or description?
--What aptitudes or skills are important for your job?
--What do you consider the best points of your job? the worst?
--You may want to touch upon the financial aspects. Do you consider the pay to be adequate, very good, unsatisfactory?
--What is the outlook? Will this type of employment exist when these students enter the world of work?
--What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?
--What training is required? (High school? Vocational school? College? Apprenticeship? Graduate degrees?)
--Is the field difficult to enter? (Union membership, professional school entrance quotas, etc.)
--How does this type of career relate to what these students do now in school?
--General information on working conditions, bosses, employees, etc.

Again, thank you for your expression of interest and cooperation.

Sincerely,

APPENDIX 1.2

BUSINESS RESOURCE QUESTIONNAIRE

Use: The following form could be sent to local business establishments with a cover letter describing the purpose of the questionnaire; for example, observation and study of occupations or establishment of cooperative education work stations.

1. What is the name of your business?_____

   A. Address_____

   B. Phone_____

2. Who should be contacted to arrange a visit?_____

   A. Position with firm_____

   B. Phone_____

3. Would someone be able to visit the classroom to prepare for a field trip of students to your business, or follow it up?_____

4. How many can be accommodated at one time?_____

5. What is the best time of year to visit?_____

6. What is the best time of week to visit?_____

7. What is the best time of day to visit?_____

8. How much time is needed for the visit?_____

9. Are there facilities for meals?_____

10. Is there ample parking space?_____

    A. Bus _____

    B. Car _____

11. Do you have special exhibits, films, tapes, etc. that could be used for instructional purposes? If so, what are the subjects and how may they be secured?_____

    _____

12. Is guide service provided?_____

13. Are there any special safety precautions to be observed during the visit? _____

_____

14. What can the school community do for you? _____

_____

_____

_____

APPENDIX 1.3

LOCAL OCCUPATIONS QUESTIONNAIRE FOR WORKERS IN COMMUNITY

Use: The following letter and form may be sent to all local businesses and occupations. The returned affirmative replies may be filed for use in conjunction with classroom activities.

Dear_____:

The _____ is presently investigating various means of extending and enriching the educational program offered to the student population of the _____ schools. One means of expanding the educational opportunities of these students is to effectively utilize the expertise of the resources of the community. This questionnaire has been designed to reflect the interests and talents of our community which you would be willing to share with our young people. Upon receipt, this information will be filed with the _____ school so that the interests of the students may be matched with the skills, talents, and interests of the adults who have indicated a desire to act as a community resource.

Please complete the questions on the attached sheet and return the form to:

_____

_____

_____

APPENDIX 1.3 (Cont'd.)

Name:_____Date_____

Address:_____Phone:_____

Occupation:_____

Business Address_____Phone:_____

Field of Interest: (Specific industry, arts & crafts, science, public service, business, trade union)_____

Special Skills_____

Preferable group size: large (20 plus) _____ medium (5-20) _____

small (2-5) _____ individual _____

Time to be devoted: Once a week _____ Number of hours _____

Hands-on training every day for several weeks _____

Occasional lecture or demonstration on specific topic _____ Topic: _____

_____

Other (please specify)_____

Remuneration: Volunteer _____ Paid _____ Amount _____

Would you be willing to have this questionnaire filed for future use?
Yes____ No____

I understand that this information is merely exploratory and does not bind me in any way, and that if there is a need for or interest in my services, I shall be contacted and further arrangements will be made.

Signed_____

APPENDIX 1.4

COMMUNITY RESOURCE DATA FORM

Use: The information obtained from the Local Occupations Questionnaire and the Local Business Resource Questionnaire can be recorded on a form such as this. See introduction on the preceding page. The data from this form will be transferred to either the Resource Persons Card or the Master Field Trip Card for quick retrieval by other educators.

Name of business_____Address_____Phone_____

Contact (Whom)_____Position_____Phone_____

Resource person available for visit to school: Yes_____ No_____

Name_____Position_____Phone_____

Maximum number of students allowed_____Grade Level_____

Number of school groups handled per year_____

Best time of year_____Best time of week_____Best time of day_____

Approximate time needed to make the tour_____

Facilities for meals_____

Parking facilities _____ Bus_____ Car_____

Special Instructional Materials Available_____

_____

_____

Exhibits _____Films_____Tapes_____

Printed materials_____Others_____

Description of the tour_____

_____

Guide service provided_____

Special safety precautions to be observed, if any_____

_____

Appropriate follow-up activities_____

_____

APPENDIX 1.5

SAMPLE CARD FOR FILING RESOURCE DATA

Use: Data from the community resource questionnaires can be recorded on cards for quick retrieval. The cards can be kept in a central file for use by the entire district. See Identifying Parents and Interested Community Talent, page

(front)

Resource Persons

Subject_____ Age/Grade Level_____

Name & title of person to contact_____

_____

Address (home)_____ Phone_____

Address (business)_____ Phone_____

Best time to contact_____

How far ahead_____

Days available_____ Hrs. available_____

Occupation_____

Educational Background_____

(back)

Previous experience presenting subject to:

Children_____ Youth_____ Adults_____

Evaluation by other teachers:

	School	Grade	Date	Comments
1.				
2.				
3.				
4.				

APPENDIX 1.6

SAMPLE CARD FOR RECORDING FIELD TRIP DATA

Use: Data from the community resource questionnaires can be recorded on cards for quick retrieval. The cards can be kept in a central file for use by the entire school district. See "Identification of Local Occupations and Business Establishments", pages 60-61.

file heading
Industry

(front)

Name of agency_____ Date of contact_____

Address_____

Telephone_____

Name of contact person_____

Trip suitable for age group_____

Number of persons_____

Instructional materials available_____

_____

Time - day/year_____

Time required for tour_____

Special instructions_____

Is first-aid service available_____

(back)

Evaluation by Other Teachers

Name of Teacher	School	Date	Age	Unit	Guide Service Satisfactory Yes	No

Remarks_____

070

APPENDIX 1.7

APPRAISAL OF POTENTIAL RESOURCE PERSONS FOR CONTRIBUTIONS TO EDUCATIONAL PROBLEMS

Use: To be completed by school administrator, teacher, or other school personnel charged with the responsibility of preparing and using resource persons for educational purposes. Not to be completed by the resource person.

Name of potential resource person_____

Title_____

Place of Employment_____Address_____Phone_____

Home Address_____Telephone_____

Items	Response	Comments of Interviewer
1. Would you be willing to come to the _____school and talk to our _____ students about your job?	Yes No	Enthusiastic, excited, cool, negative
2. Would you be able to obtain release time from your employer to talk to the class?	Yes No	Who should contact employer?
3. Have you taught or made presentation in a classroom setting?	Yes No	Taught or made presentations
4. At what grade level?		
5. Will you briefly describe the nature of your job for me?	Yes No	Knowledgeable Enthusiastic
6. Will we be able to get together and develop an outline of possible points to be covered in your presentation?	Yes No	
7. Will you require financial or other type of compensation for your services?	Yes No	
8. May the school keep your name on file for future reference?	Yes No	
9. Are you familiar with any vocational program in the school?	Yes No	

Items	Response	Comments of Interviewer
10. Are you satisfied with the vocational program(s) with which you are familiar?	Yes No	
11. Do you believe that lay citizens could assist in improving the vocational offerings in the _____ school?	Yes No	
12. Are you a member of the PTA?	Yes No	
13. Have you ever served on a citizens' advisory council?	Yes No	
14. Are you acquainted with any staff or faculty member of the _____school?	Yes No	
15. To what civic organization do you belong?		(Names)
16. Are there some times when you would be more available to come to our classroom and talk to the students than others?	Yes No	
17. What time would be most convenient for you to come to the classroom?		(List times)
18. What is the best time to get in touch with you?		(Times)

Teacher/Administrator:
Give your evaluation of this candidate.

APPENDIX 1.8

APPRAISAL OF A BUSINESS FOR PRESENT AND POTENTIAL EDUCATIONAL VALUES

Use: To be used as an evaluative instrument. Not to be given directly to individual/business for completion.

Name of Proprietor_____Address_____Phone_____

Name of Business of Industry_____

Location_____Phone_____

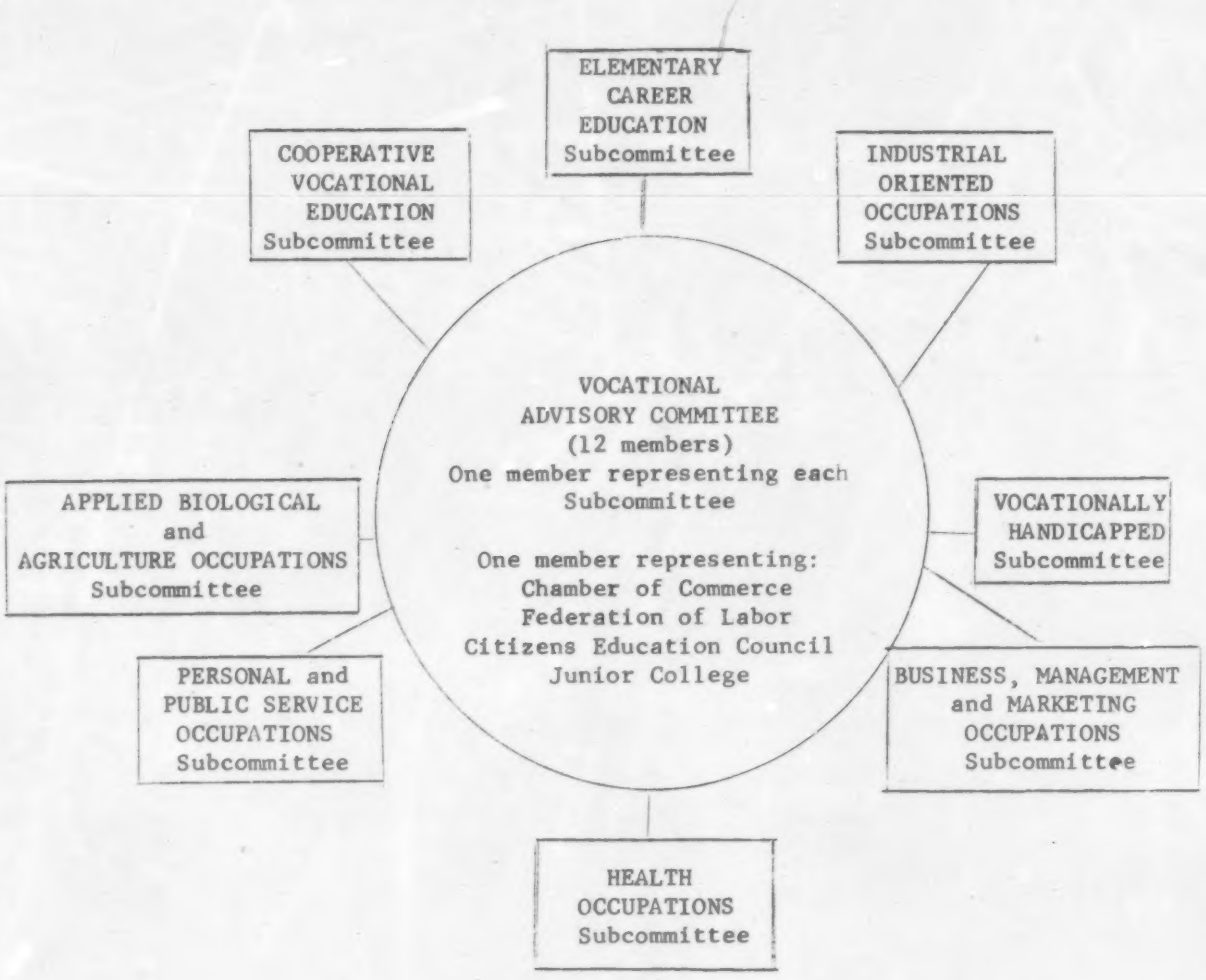
Name of Business_____
(Activity performed)

Items	Response	Comments
1. Does the business operate under conditions that will promote worthwhile educational experiences for students?	Yes No	
2. Is the business located at a reasonable distance from the school to be of practical benefit?	Yes No	
3. Will the business be sufficiently accessible to students to warrant its use as a resource?	Yes No	How much?

APPENDIX 2.0

A PROPOSED VOCATIONAL EDUCATION ADVISORY COMMITTEE STRUCTURE

(Note relationship of the Cooperative Vocational Education subcommittee to the Vocational Advisory Committee and the subcommittees for other school programs.)


ELEMENTARY CAREER EDUCATION Subcommittee
COOPERATIVE VOCATIONAL EDUCATION Subcommittee
INDUSTRIAL ORIENTED OCCUPATIONS Subcommittee
VOCATIONAL ADVISORY COMMITTEE (12 members)
One member representing each Subcommittee
One member representing:
Chamber of Commerce
Federation of Labor
Citizens Education Council
Junior College
APPLIED BIOLOGICAL and AGRICULTURE OCCUPATIONS Subcommittee
VOCATIONALLY HANDICAPPED Subcommittee
PERSONAL and PUBLIC SERVICE OCCUPATIONS Subcommittee
BUSINESS, MANAGEMENT and MARKETING OCCUPATIONS Subcommittee
HEALTH OCCUPATIONS Subcommittee

APPENDIX 2.1

SAMPLE AUTHORIZATION

The Board of Education of _____
on this _____day of _____, 19_____, authorizes the establishment of a continuing committee to be known as "The Citizens' Advisory Council".

The citizens' advisory council is not regarded as a substitute for any other form of citizen participation in school affairs. It is intended to supplement and stimulate other types of citizen participation.

The purpose of the citizens' advisory council will be to serve as an arm of the Board of Education by providing advice and assistance to the board.

The Board of Education reserves the right to dissolve the citizens' advisory council at any time and for any reason.

The citizens' advisory council is expected to contribute to the improvement of the education provided by the school system by:

1. Studying and surveying continuously the educational needs of the district's clientele.
2. Reviewing, analyzing, developing, and proposing school policies.
3. Working with the administrative, instructional and noninstructional staffs of the school system cooperatively to develop and execute programs and procedures which implement policies approved by the Board of Education.
4. Facilitating communication between the staffs of the school system and the people of the district.
5. Studying the effects of existing and new educational programs in operation.
6. Serving as a "sounding board" of community opinion on items proposed by the Board of Education.
7. Initiating study and proposals on educational issues pertinent to the school and community.

In authorizing the development of the citizens' advisory council, the Board of Education pledges complete cooperation in the council's work. The citizens' advisory council will be expected to operate within the guidelines set forth.

APPENDIX 2.2

SAMPLE OPERATIONAL GUIDELINES

The following guidelines shall be followed in the organization, operation, and review of the Citizens' Advisory Council, hereinafter referred to as the Council.

1. Organization of the Council.

   A. Membership
      1. The Council shall consist of _____ members.
      2. The members of the Council will be recommended to the Board of Education by a Selection Committee. The Board retains the right to disapprove individual nominations by the Selection Committee, but it will not appoint an individual who is not recommended by the Selection Committee.

   B. Selection Committee
      1. A Selection Committee will be named by the Board of Education. The Selection Committee shall consist of _____ members, all lay citizens except one who shall be a representative of the District's administrative staff.
      2. The members of the Selection Committee will be appointed for a three-year term. At the beginning of each three-year period, the Selection Committee will analyze the school's service area to determine the community's factions. Based on these factions, a roster of representative individuals will be identified to serve as members and replacement members of the Council. Members of the Selection Committee may <u>not</u> serve as members of the Council.
      3. The potential members recommended by the Selection Committee shall possess the following characteristics:
         a. Representative of the community's factions.
         b. Interest in education.
         c. Willingness not to exploit their membership.
         d. Have certain personal characteristics essential to the success of the Council such as personal integrity, responsibility, maturity of thought and action, the ability to cooperate, constructive attitude, and tolerance of varying points of view.
      4. No one is to be recommended or barred from membership because of affiliation with any organization or institution.

   C. Term of Members
      1. The original members of the Council will serve at least one year. At the beginning of the first year, the terms of the original members will be determined by lot. One-third of the members will serve for one year; one-third will serve for two years; and one-third will serve for three years.
      2. When a vacancy occurs, the newly appointed member will serve during the unexpired term of the member he replaces.

3. A person who has served a term as a member is ineligible for reappointment until one year has elapsed following the expiration of his term.
4. All members chosen to replace members who have completed regular terms will be appointed for three-year terms.

D. Consultants

1. A member of the school staff will be appointed to meet regularly with the Council with ex-officio status.
2. A member of the Board of Education will be elected to meet regularly with the Council as an ex-officio member.
3. Outside consultants will be utilized as needed. Outside consultants will be approved by the Council, Board of Education, and administrative staff prior to initial consultation.

II. Operation of the Council

A. The Council will organize itself, determine its meeting time, select its officers and subcommittees, make its rules and formulate its program and meeting agendas provided such do not conflict with the operational guidelines set forth herein.

B. The Board of Education will submit to the Council the current policies of the school system and any proposals for the revision of these policies.

C. The Board will react, orally and in writing, to any written recommendation submitted by the Council.

D. Annual meetings of the Board and the Council will be held. Additional joint meetings will be scheduled when mutually desired.

E. The Council is urged to appoint subcommittees as needed. Some of these may be continuing committees; some may be temporary committees to deal with special problems. Subcommittees may include members of the Council, other lay citizens, members of the school staff, and students. A member of the school staff may, with the approval of the Superintendent of Schools, request the Council to name a special subcommittee to deal with problems in his field of work.

F. The Council or any of its subcommittees may request information and counsel from the Superintendent of Schools or from any employee of the Board of Education on matters clearly related to the problems on which the subcommittees are working.

G. Minutes of the meetings of the Council will be sent to the members of the Board of Education and to the members of the administrative, teaching, and nonprofessional staffs.

H. The school will provide the Council and its subcommittees with the consulting and clerical services that are desirable and feasible. An appropriation of $_____ will be made for the use of the Council in providing consultants, making studies, preparing and publishing reports, and for other items the Council deems appropriate.

I. Publicity regarding the work of the Council and reports of the Council or its subcommittees will be released only after approval by the Board of Education or its authorized agent.

J. The Council will obtain approval on all proposed studies prior to inception by the Board of Education or its authorized agent.

K. The Council as a group, or members representing the Council, will never recommend, support, or campaign for or against candidates for election to the Board of Education; take action regarding the employment, dismissal, promotion, or transfer of individual school employees; or encroach upon the prerogative of the administrative, instruction, or noninstructional staffs.

III. Review of Procedures

A. The preceding operational guidelines will be reviewed annually by the Council with the before-mentioned consultants. Recommendations for change will be conveyed to the Board of Education for perusal and action.

APPENDIX 2.3

SAMPLE CHARTER A

CHARTER FOR A CITIZENS' ADVISORY COMMITTEE*

I. NAME

The committee will be called the Citizens' Advisory Committee of _____ School.

II. PURPOSES

The committee is constituted to:

1. Assist the Board of Education in developing broad educational policy for the school system.
2. Work with the employees of the school system, with the Superintendent's approval, in ways agreeable to all concerned, in planning and conducting the program of the school system.
3. Facilitate communication and cooperation between the school system and the citizens, organizations, and institutions of the district.

III. NATURE OF POLICY AND POLICY DEVELOPMENT

A. Policy is officially enacted by the Board of Education. The Board cannot legally surrender its responsibilities for the enactmant and execution of school policies. In addition to enacting and executing its own policies, it must execute the laws of the State of Illinois that apply in the District. It abdicates none of its authority in creating a citizens' advisory committee.

B. Policy development is understood to be the process whereby policy is prepared for enactment by the Board of Education. Suggestions for school policy may come from any source. The citizens' advisory committee may originate policy proposals and may review proposals from other sources.

IV. TENURE AND FIELD OF THE COMMITTEE

A. The citizens' advisory committee and any committees affiliated with it will continue as school sponsored committees until the committee is dissolved by a majority vote of the members of the board of education. The board reserves the right to reorganize the committee if it judges that its functions would be better performed if a different organization were provided.

B. The committee will concern itself only with matters directly related to the school system.

---

*Adapted from Hofstrand, Phipps, and Shipley, Citizens' Advisory Councils in Education: A Course of Study. Urbana: University of Illinois.

C. The committee will promote in the district the adoption of its proposed policy and plans for the school system only with specific authorization by the board of education.

V. MEMBERSHIP

A. The committee will include approximately ___ members.

B. Persons to fill vacancies in committee memberships which may occur during 19__ and 19__ will be recommended to the board by the selection committee.

C. It is suggested that the first advisory council members draw lots for one, two, or three year terms. Thus each year one-third of the membership will be replaced. This insures new members each year with varied experience and expertise and allows others in the community to make their contribution to the school educational program. At the same time, with two-thirds of the membership continuing, it allows for continuity in leadership and needed stability of the council operation. A person who has served a term as a member should be ineligible for reappointment until one year has elapsed following expiration of his term. Some valuable former members can be utilized as consultants for specific parts of the program but for a limited time only.

D. Appointments to the committee will be made by the board of education but no one will be appointed who has not been nominated by the selection committee. Resignations of members of the committee will be received by the board.

E. A representative of the board of education, the superintendent, and a representative of the teachers chosen by them will meet regularly with the committee without voting privileges. The board member and the teacher representative will be chosen annually, but neither shall serve for more than three consecutive years.

VI. SELECTION COMMITTEE

A. Each selection committee will include approximately members, who are highly respected in the district, and who represent as well as possible all elements in the district.

B. In preparing a slate of new members to be presented to the board, a selection committee will:

1. Consult with a large and representative part of the citizens of the district by whatever means it may devise to secure their suggestions for membership in the committee.

2. Screen the names suggested by representative citizens and add other names if desired.

3. Recommend to the board prospective members of the citizens' advisory committee who are:

a. Capable of and likely to be interested in the work the committee will do,
b. Able to work cooperatively and constructively with others, their fellow members, the board of education, the staff of the school system, and their fellow citizens who are not officially connected with the schools,
c. Representative of the people of the district in such respects as geographic location, sex, age, schooling, occupation, race, nationality background, membership in the organizations and institutions of the district.

(The Advisory Committee should include parents and non-parents, persons favorable to and critical of current school policies, large and small taxpayers, new and old residents of the district. In all of these respects, and in others that a selection committee may think important, the numbers included in the citizens' advisory committee should correspond to the number of their kind in the district. No one is to be included because he is an officer or a professional executive of an organization or institution. None is to be considered the representative or spokesman of any organization, institution, faction or element in the district.)

C. In recommending persons to fill vacancies in the citizens' advisory committee, a selection committee will consider the personnel of the entire committee and will seek to choose replacements who will help in maintaining the representative character of the committee.

D. A selection committee will recommend to the board one person for membership in the citizens' advisory committee for each position to be filled. It will prepare for its own uses a list of alternates who may be recommended to the board if nominations by the selection committee are not approved by the board or if those chosen do not accept membership.

E. Appointments to fill vacancies on the selection committees will be made by the board of education.

VII. ADVISORY COMMITTEE PROCEDURES

A. The citizens' advisory committee is to organize itself in its own way, determine the frequency and nature of its meetings, choose its officers, provide for sub-committees and affiliated committees, and decide upon the problems it will study and the activities in which it will engage within the field indicated by this charter.

B. The committee is expected to add affiliated committees and to involve in its work many more citizens than are included in the central committee. Affiliated committees may be named to deal with the problems of the district, the attendance areas, the high school departments, and the Division of Adult Education.

C. In performing its duties, the committee is expected to conduct careful fact-finding studies and to use consultants (who are approved by the

Superintendent) from the school staff, the district, and sources outside the district.

D. The school system will provide for the committee assistance by its professional and non-professional staffs, mimeographing and printing services, consultant service, publications, and other aids to the work of the committee to the extent that resources permit without damage to the current school program. The committee is asked to submit to the board in October of each year an estimate of its requirements of funds and personal services for consideration in planning the budget for the ensuing year.

E. The board of education and the citizens' advisory committee may originate policy proposals jointly or individually. The board may seek advice from the citizens' advisory committee concerning policy that has originated with either the board or the citizens' advisory committee.

F. Special, joint meetings of the board and the committee will be held when these meetings are desired by both groups.

G. Minutes of the meetings of the citizens' advisory committee, any sub-committee or special reports shall be available to each member of the committee and to each of the committee's regular consultants, and to the board of education, upon request. Minutes of sub-committee meetings do not need general distribution to all committees but sub-comittees should report to the committee of the whole once every two months either by oral or written report, and these reports should be incorporated into the minutes of the citizens' advisory committee.

H. Minutes of the meetings of the board of education are available to any citizen of the district in the office of the board of education.

I. The committee may initiate studies of special interest to a majority of the group as well as study and recommend problems suggested by the board of education.

J. The committee may recommend policy for the school personnel, but it is never to consider the employment, promotion, transfer, dismissal, or salary of an individual employee.

K. All reports and recommendations of affiliated committees will be cleared by the central committee before they are submitted to the board of education or publicized in the district.

L. It is understood that all formal publicity regarding the committee and its work will be released by the superintendent.

M. The Committee, as such, will never recommend or endorse candidates for the board of education.

N. The members of the committee are expected to be interested in and informed about the work of the schools, the individuals and organizations with whom they normally have contacts, and to receive from them suggestions

for the improvement of the schools. They may properly seek counsel from others in the district regarding proposals before the committee, though the committee as a whole and its affiliated committees will promote in the district no proposals for policy changes without authorization by the board of education.

O. The board of education may request the services of the committee in publicizing in the district policy proposals to which the committee and the board have agreed.

P. The board of education may submit for community consideration policy proposals which have originated in the committee.

SAMPLE CHARTER B

CHARTER FOR A CITIZENS' ADVISORY COMMITTEE*

The following policies are proposed for adoption by a board of education in creating a district-wide citizens' committee with affiliated committees. A different set of policies would be required if only special committees reporting to a board of education were used.

1. Purpose. The purpose of a citizens' committee is to improve the education of the children, youth, and adults and thereby to develop more useful citizens and to enrich the lives of the people.

2 Ways in Which the Committee Is Expected to Contribute to This Purpose

   a) To study the problems of public education in the district which are properly the concern of the layman, rather than of professional people, and to report the findings of studies to the appropriate persons or groups within the school system.

   b) To advise the board of education in developing and revising official policies for the district.

   c) To counsel and work with the employees of the board of education in whatever ways are mutually satisfactory to the committee and to the employees and in keeping with the provisions of this charter in planning and conducting educational programs under board of education policies.

   d) To promote two-way communication between the public and the officials and employees of the school district.

   e) To facilitate co-operation in educational affairs between the schools and the organizations and institutions of the district, to extend the use of community resources by the schools, and to increase the proper use of the schools, their staffs, and their facilities by the people of the district.

3. The Legal Status of the Board of Education. The board of education is the legally constituted authority over the public schools of the district. It cannot legally surrender any of its powers and responsibilities. It abdicates none of its authority in creating a citizens' committee.

4. Tenure of the Committee. The citizens' committee herein created and any committees affiliated with it shall continue as school sponsored bodies until the committee is dissolved by a mutual agreement of the board of education and the committee.

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*Adapted from Hofstrand, Phipps, and Shipley, Citizens' Advisory Councils in Education: A Course of Study. Urbana: University of Illinois.

5. Field of the Committee. Since the public schools exist only for public education, the committee will concern itself only with the education of the public through the public schools and with matters directly related to it. The Committee and its affiliated committees are primarily study and planning committees, advisory to the board and its employees. They will promote their ideas and plans in the school and community in conjunction with the board of education.

6. Affiliated Committees. The committee is authorized and encouraged to create affiliated committees as needed for:

   a) Attendance areas within the district.

   b) Important and continuing interests of the schools, such as citizenship education, vocational education, efficiency, finance, and teacher welfare.

   c) Special problems of a temporary nature, such as constructing buildings, adapting to special measures for national security, or planning a system of pupil transportation, etc.

   All committees created by the citizens' committee shall be and remain affiliated with the citizens' committee. Each affiliated committee shall be given by the citizens' committee a definitely prescribed field within the total field of the citizens' committee in which it is to operate. Affiliated committees may be created to serve for a definite period or to continue indefinitely with rotation of memberships. Affiliated committees may or may not include members of the citizens' committee. The Superintendent of Schools, or his representative, or member of the board shall be available as a consultant, with each affiliated committee. Administrators, teachers, non-academic employees, and students, as well as laymen, may be members of affiliated committees. It will usually be advisable to include more laymen than others. The members of some affiliated committees may be chosen primarily because of their expertness in a particular field, rather than because they are representative of the citizens of the district.

7. Membership in the Committee.

   a) The committee shall include 15-18 members and no fewer than 10 or greater than 25. Any number of persons may be included in committees constituted by the citizens' committee.

   b) The original members of the citizens' committee shall be recommended to the board of education by a selection committee, named by the board.

   c) The selection committee shall consist of more than seven members. More than one-half of the members of the selection committee shall be citizens who are not associated with the schools as members or employees of the board of education. The selection committee shall include a member of the board of education, the superintendent of schools, and one or more other school employees, chosen by the employees they represent.

d) In preparing a slate of members of the citizens' committee to present to the board of education, the selection committee shall:

1) Consult with a large and representative part of the citizens of the district by whatever means it may devise to secure their suggestions of persons to be considered for membership in the citizens' committee.

2) Screen the names suggested by representative citizens, taking into account:

(a) the time necessary to devote to the project,
(b) the general ability of the persons suggested and the keenness and clarity of their thinking,
(c) the respect in which they are held by their fellow citizens,
(d) their ability to work constructively with others,
(e) their insight into and interest in public education, and
(f) other items considered by the selection committee to be important.

e) The total group selected shall be as representative as possible of all of the citizens of the district in such respects as:

1) Geographical distribution within the district
2) Sex
3) Age
4) Years of schooling
5) Occupation
6) Race and nationality backgrounds
7) Social class
8) Political, religious and social affiliations
9) Membership in organizations

f) It shall include:

1) Parents and non-parents
2) Persons favorable to and critical of current school policies
3) Large and small taxpayers
4) Owners and non-owners of homes, farms, and businesses
5) Old and new residents of the district.

g) In all of these respects and in others that the selection committee may consider important, the number recommended for the citizens' committee shall be roughly relative to the number of their kind in the district.

h) No person recommended for membership in the citizens' committee is to be considered the representative or spokesman of any particular organization, faction, or element in the district. Individuals are to be recommended, each of whom has contacts with a variety of organizations, factions, and elements so that, taken together, the members of the committee have means of firsthand communication with all of them. No one is to be recommended because he is an officer or a professional executive of any

organization or institution. In general, persons of this type will not be recommended unless they are known for their broad interests in the community and are regarded primarily as citizens rather than representatives of agencies.

i) The selection committee shall recommend to the board of education the exact nember of persons to be included in the citizens' committee. The board retains the privilege of asking for additional names if those first submitted are not wholly satisfactory.

8. Terms. The terms of the original members of the citizens' committee shall be for one year. At the end of the first year, equal numbers of the members will draw lots for terms of one, two, and three years in order to provide a systematic rotation of members. New members with three-year terms will replace the original members, beginning in the third year. A member will not be eligible for reappointment until one year after his term has expired.

9. Ex officio members. There shall sit regularly with the citizens' committee a representative of the board of education, chosen annually by the board, the superintendent of schools, a teacher or principal chosen annually by the teachers and principals in the system, and a representative of the non-academic employees in the system chosen annually by these employees.

10. Relationships of the Citizens' Committee

a) To the board of education:

1) The board of education may submit to the citizens' committee proposals regarding school policies to which the Committee is expected to react in oral or written reports to the board.

2) The citizens' committee may make policy recommendations to the board of education and will be apprised of the board's reactions to these recommendations.

3) Special joint meetings of the board and the citizens' committee shall be held when these meetings are desired by both groups.

4) Minutes of the meetings of the citizens' committee will be sent to each member of the board of education.

5) The board of education, the citizens' committee, and its affiliated committees will not engage in public controversies.

b) To employees of the board of education:

1) The citizens' committee or any of its affiliated committees may seek information and counsel from any employee of the board of education on matters clearly related to the problems on which these committees are working.

2) Requests for affiliated committees for particular attendance areas or special fields of work may be initiated by individual employees or groups of employees and will be considered by the citizens' committee if approved by the administrative officer for the attendance area or field and by the superintendent of schools.

3) The citizens' committee and its affiliated committees may properly recommend regarding school policies for employee welfare, but they are never to consider the employment, promotion, transfer, dismissal, or salary of an individual employee.

4) In asking employees for data regarding the schools, account is to be taken of the time required to assemble these data and the other duties of these employees.

c) To the public:

1) The citizens' committee is encouraged to promote the interest and participation in the schools of individuals not members of its network of committees and of organizations in the district. The committees herein provided are not to be regarded as substitutes for other forms of public participation in school affairs, but as means of providing a minimum of systematic, representative, and responsible public participation.

2) Each committee member is expected to do what he can to learn the ideas and attitudes about the schools of his associates in the district and to pass on to these associates information about the schools.

3) Publicity regarding the citizens' committee and its affiliated committees, dispensed through the press, and radio, printed and mimeographed statements, and other formal means of communicating with the public shall be arranged in conjunction with the board of education or its executive officer, the superintendent of schools.

4) The board of education may request the citizens' committee to designate individual members or groups of members to assist in publicizing and promoting in the district policies and proposals which have the joint approval of the committee and the board.

5) Recommendations of the citizens' committee may be released by the board for public discussion either before or after action has been taken on them by the board.

11. Organization of the Citizens' Committee

a) The citizens' committee is to organize itself in its own way, determine the frequency of its meetings, conduct these meetings as desired, and work upon the problems it considers significant.

b) If the committee desires, an executive secretary of the committee, chosen by the committee from the school staff, will be provided and will be given time for his work in this capacity, the amount of time to be agreed upon by the committee and the school authorities.

c) The committee is asked to submit annually for consideration as a part of the school budget, an estimate of its clerical expenses for the year.

d) At the end of each year of the life of the committee, this charter shall be reviewed by the committee and by the board. Changes in it may be made by majority vote of the members of the board. Recommendations of changes may originate in the committee or in the board. The committee will be consulted regarding any proposed changes originating in the board.

APPENDIX 2.5

SAMPLE SELECTION COMMITTEE RESOLUTION

The Board of Education of _____ hereby authorizes the establishment of a Selection Committee to develop a slate of prospective Citizens Advisory Council members for approval by the Board. Action of the Selection Committee will be in accord with the designated Operational Guidelines. (See Appendix 2.2, p. 70)

The Board Secretary is instructed to contact the following _____ (number) people to explain the purposes of the Council and the Selection Committee, to solicit their service on the Selection Committee, to receive their individual responses and to invite their presence at the next Board of Education meeting to receive more extensive instructions.

The people requested to serve on the Selection Committee are _____, _____ and _____. The latter will be representing the school system.

APPENDIX 2.6

SAMPLE SELECTION MATRIX

													SELECTION MATRIX	
												Sam jones	Candidate	
													Characteristics	
												×	Male	Sex
													Female	
													13 - 18	Age
													18 - 21	
													21 - 35	
													35 - 55	
												×	55+	
												×	Parents	Parents
													Nonparents	
												No.	School age children	
													Preschool age children	
												×	0 - 8	Education
													8 - 12	
													12 - 16	
													16+	
													East	Geographic
												×	West	
													North	
													South	
												×	Black	Ethnic
													White	
												×	Other	Occup.
													Laborer	
													Blue collar	
													White collar	
													Housewife	
													Professional	
													Jewish	Religion
													Catholic	
												×	Protestant	

APPENDIX 2.7

SAMPLE CANDIDATE INFORMATION FORM

NAME_____

ADDRESS_____

_____Zip_____

Telephone No._____

Occupation or title_____

Occupational functions_____

Educational level_____Age____Married____Children (age)_____

Degree of interest (low) 1 2 3 4 5 (high) (Circle one)

Comments:

Interviewer_____Date_____

APPENDIX 2.8

SAMPLE MEMBER APPOINTMENT LETTER

Dear_____

The Board of Education of _____ Schools is pleased to inform you of your three-year appointment to the school's Citizens Advisory Council. We wish to thank you for your indication of your willingness to serve on this Council.

The ultimate objective of the Citizens Advisory Council is to improve and expand the educational opportunities for all who live in our community. Your active interest, attendance, and participation in the Council's annual program of work will be influential in helping to make our community a better place in which to live and work.

We realize your time is valuable. We as board members who are also contributing our time and efforts find that there is insufficient time to do all the things that are necessary in a dynamic and progressive school system. Thus, we ask your advice and assistance as a Citizens Advisory Council in helping to involve and solidify the community in a mutually satisfactory block of united school support.

Your first meeting as a member of the Citizens Advisory Council is scheduled for _____ at _____ p.m. at the _____ (meeting place). This meeting will be an informal social meeting of the Citizens Advisory Council, Board of Education, School's administrative staff, and other new members such as yourself. Your spouse is also cordially invited to attend. At this meeting, the Council will present an annual report of the year's activities of the Council, recommendations will be made for next year's activities, new members will be introduced, and retiring members will be recognized. A "get-acquainted" social time will follow.

Thank you again for your interest in the school.

Sincerely yours,

Board of Education, Secretary

APPENDIX 2.9

LIST OF SOURCES OF CONSULTANTS FOR CITIZENS' ADVISORY COUNCILS

A. Local School

B. Local Community

C. Neighboring Citizens' Advisory Councils

D. Neighboring Communities

E. Area Vocational Center

F. Local Educational Service Region Office

G. Local Community Colleges

H. Other State Institutions

I. Division of Vocational and Technical Education

J. Illinois Citizens' Education Council

APPENDIX 2.10

REMUNERATION FOR CONSULTATIVE SERVICES*

The following statement is designed to outline in greater detail specific aspects of the noncredit policy dealing with consultative services.

Released time

The services of university staff members may be made available to area schools on a released time basis if departmental schedules permit. The local school system is expected to defray necessary travel and lodging expenses under this arrangement.

Extra pay

If no qualified staff member is available on a released time basis, the consultative service may be provided on an extra pay basis at the option of the school system making the request.

The school system, or other employing party, will enter into a contract with the university for the provision of the requested consultative service.

University staff members serving as consultants may be reimbursed in accordance with the following schedule:

¼ day or less	$20.00
½ day	37.50
3/4 day	50.00
over 3/4 day	75.00

*Adapted from Hofstrand, Phipps, and Shipley, Citizens' Advisory Councils in Education: A Course of Study. Urbana: University of Illinois.

APPENDIX 2.11

EXAMPLES OF POLICIES RECOMMENDED BY ADVISORY COUNCILS AND ADOPTED BY THE BOARD OF EDUCATION

1. No one shall be permitted to work in the shop except during designated class periods, or when faculty advisor is present.

2. No student shall be permitted to operate power equipment until he has completed and filed his shop permit, and has had a demonstration of its use by the instructor.

3. All students will be expected to appropriately dress for field trips, or be banned from these activities.

4. No equipment shall be loaned from the Health Department Laboratories.

5. Students desiring to enroll in Business Occupations must start in the beginning class, regardless of their year in school.

6. When student cars are used on trips the instructor pays them ____per mile and submits mileage on mileage report for his reimbursement.

7. When going on long educational trips with students--in excess of _____miles, the school will furnish bus transportation at no cost to the group.

8. Commercial concerns will not be permitted to exploit class time--their mission must be educational. It's strictly against school policies for commercial concerns to be permitted to solicit in the school.

9. No smoking shall be permitted in the classroom, laboratory, or office, in compliance with the school board policy already in existence.

10. All soil, milk, seed testing and other similar services shall not exceed the amount necessary for educational purposes, and fixed fees shall be charged to cover cost of solutions and consumable supplies.

11. All class work missed because of field trips or conventions must be made up within 2 days of the absence or be barred from further participation in such activities.

12. All publicity pertaining to the department is the responsibility of the teacher, and all news releases must be approved in the office of the principal.

APPENDIX 3.0

SAMPLE SPEAKER INTRODUCTION

Use: To provide the teacher with an example of the type of information that should be included in the introduction of a speaker to a class.

Our guest today, Mr. John Jackson, is here to tell us about the job he has held for the past twelve years, a warehouse mule truck driver. He knows what mechanical knowledge is necessary for the job, what training is needed and where to get it and where to apply for a job like this. He knows about salaries that go with this job, and why they vary, and how you can get the best salary. He'll also tell us about the unions associated with the job.

APPENDIX 3.1

OBJECTIVES REGARDING PRESENTATION TO CLASS

Use: It is important to discuss with the speaker your objectives for bringing him into the class. The speaker, when contacted, will often ask what is required of him. He will usually be most receptive to information from the teacher regarding what type of information is desired, and what the students' interests are. You should be prepared to discuss with the speaker the purpose and objectives he should follow in making his presentation. A sample list of objectives follows:

Career Information Speaker

Objectives

1. To indicate what physical qualifications are required for the job.

2. To indicate what training is necessary or helpful.

3. To indicate the opportunities, such as employment opportunities, expected salary, and chance for advancement, that are available.

4. To develop an understanding of how to find this type of employment.

5. To relate the nature of the job, its demands, whether or not it requires working with people or things, typical problems and pressures.

6. To relate what credentials, licensing, or other regulations are involved in obtaining this job.

APPENDIX 3.2

SAMPLE LESSON PLAN FOR RESOURCE PERSONS

Use: To provide the teacher with an outline to use with the speaker in planning his presentation.

I. Teacher Introduction of the Speaker.

A. Present introductory information.

B. State purpose of speaker being present.

II. Guest Speaker Presentation.

A. Introduction and interest approach.

1. Speaker establish rapport with the class.

(a) relate to someone in class who is known.

Example ---

(b) relate to events or common interest, e.g., current fads, athletic teams.

2. Relate brief history of experience in the field or area to be presented.

B. Objectives of presentation.

1.
2.
3. (Could be same as Appendix 3.1, p. 92)
4.
5.

C. Points of Concern (present information).

1.
2.
3.

D. Summary.

It is ideal to have students ask questions throughout the presentation, however, at this stage, time should be made available for answering any questions any students may have.

APPENDIX 3.3

AN EXAMPLE OF A POOR APPROACH AND A GOOD APPROACH

Use: To illustrate to the speaker a clear, concise way to present information.

Poor Approach

A banker is talking to a class about "interest." His approach, "There are basically two kinds of interest--simple, and all the rest."

Good Approach

"There are many different ways to calculate interest, but 'simple' interest is the most desirable way for you."

In the poor approach example, the banker used an ambiguous term, "and all the rest." He was probably trying to point out that "simple" interest was the best way to calculate interest for the borrower. In the good approach example, the banker took the simple, most direct way to make his point. You should encourage the resource person to make his point as clearly and directly as possible.

APPENDIX 3.4

STUDENT OBJECTIVES FOR AN OCCUPATIONAL SPEAKER

Use: To provide the teacher with suggestions for preparing students for the speaker.

1. To find out the type of work done in the occupation.
2. To understand the level of income to expect.
3. To understand the amount of training required.
4. To understand the types of rewards and benefits of the occupation.
5. To understand the problems confronted on the job.
6. To understand the nature of the job, working with people or with things, and its demands.
7. To understand the physical qualifications required for the job.

APPENDIX 3.5

SAMPLE LIST OF QUESTIONS FOR STUDENTS TO ASK OF AN OCCUPATIONAL SPEAKER

Use: To prepare the students with proper questions to ask a speaker.

1. How much physical labor is required in your job?
2. How much pressure is put upon you by other people?
3. What is the average income of a worker in this job?
4. What is the starting wage?
5. What is the highest pay to expect from this job?
6. What are the chances for advancement?
7. What training is needed to get the job?
8. How do you obtain this kind of job?
9. Do you need to have some kind of license to get this job?
10. Do you have to be a member of a union?

APPENDIX 3.6

SAMPLE FIELD TRIP INFORMATION SURVEY FORM

Use: To collect necessary information for planning a field trip.

1. Name of institution_____Address_____
2. Person to contact_____Position_____
3. Maximum number of students allowed_____
4. Best time to come_____Time needed for tour_____
5. Cost of tour (if any)_____Meal facilities_____
6. Best route of travel to institution_____

_____

7. Guide service available_____
8. List of facilities, equipment, production processes, finished products, services to observe:

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

9. Exhibits, films, slides, printed materials_____
10. List of people (salesmen, tradesmen, managers, workers) in the business who may aid in demonstrating or instructing:

_____ _____ _____ _____

_____ _____ _____ _____

11. Objectives of the trip:_____

_____

_____

_____

12. Safety precautions_____
13. Detailed plan of trip_____

_____

APPENDIX 3.7

SAMPLE FIELD TRIP INFORMATION SURVEY (COMPLETED FORM)

Use: To illustrate the kind of information typically collected.

1. Name of institution Design, Inc. Address 420 Illinois St.
2. Person to contact Joe Johnson Position Chief Draftsman
3. Maximum number of students allowed 20
4. Best time to come 9-12, 1-4 M-F Time needed for tour 45 min.
5. Cost of tour (if any) None Meal facilities None
6. Best route of travel to institution Park in city lot across the street
7. Guide service available Will provide a representative
8. List of facilities, equipment, production processes, finished products, services to observe:

   Drafting

   Blueprinting
9. Exhibits, films, slides, printed materials Pictures of completed buildings designed by the firm.
10. List of people (salesmen, tradesmen, managers, workers) in the business who may aid in demonstrating or instructing:

    Jerry Jones - Draftsman

    Art Allison - Blueprinting Shop
11. Objectives of the trip: 1. To observe the working conditions of a draftsman. 2. To demonstrate the type of equipment used 3. To understand the reason for blueprinting 4. To observe the quality and exactness of work required.
12. Safety precautions Exercise ordinary care
13. Detailed plan of trip Meet with J. Johnson at 2:00 next Friday, tour the facilities, observe the drafting and blueprinting functions

APPENDIX 3.8

FOLLOW-UP SURVEY - CLASS OF _____ *

Use: To obtain information from graduates to determine the need for cooperative vocational education.

Date_____

Name_____Address_____Phone_____

Vocational training obtained at_____(Name of your school)_____

I. For Those Employed Full-Time (If unemployed at present, please indicate in A.)

A. Employed by_____

B. Time Employed by Present Company_____

C. Present Job Title_____

D. Name of Immediate Supervisor_____

E. (Optional) Present Salary per Month (Sample: 300 400 500 / Would Indicate 350)

300 400 500 600 700 800 900

F. Are you working in a related occupation according to the vocational education received at_____(Name of your school)_____

G. To what extend did training received at (Name of school) help you with what you are presently doing: Much___ Some___ Little___ Uncertain___
Please Comment_____

H. Suggest how (Name of your school) could better prepare future graduates.
_____

II. For Those Continuing Their Education

A. Name of School _____ Address _____ Date Entered_____

B. Type of School _____ Area of Study _____

C. Did Preparation at (Name of your school) Help Much___Some___Little___ Uncertain___
Please Comment_____

III. For Those in Service

A. Which Branch are you in? _____Enlisted _____ Drafted_____

IV. For Everybody

A. Guidance received was: Excellent__ Good__ Avr.__ Fair__ Poor__
(Actual Planning of Schedule)

B. Was adequate vocational training available? Yes___ No___

C. Rate Student Needs for Following Services in Column One and Your Satisfaction with Service in Column Two:

1 = Great	1 = Good
2 = Average	2 = Average
3 = Little	3 = Poor
4 = Uncertain	4 = Uncertain

	(One) Rating	(Two) Satisfaction
1. Assistance in Making Occup. Choice	_____	_____
2. Assistance in Preparation for a Job	_____	_____
3. Getting a Job	_____	_____
4. Personal Problems	_____	_____

*Adapted from a follow-up survey form used by Black Hawk College, Moline, Ill.

APPENDIX 3.9

OCCUPATIONAL NEEDS SURVEY

Use: To obtain data to show the need for occupational training in the community.

Date _____

1. Name of company or business

2. Address

3. Persons to contact

_____ _____ Telephone_____
(Name and Position)

_____ Telephone_____
(Name and Position)

4. Functions of company or business

_____Manufacturing _____Warehouse

_____Purchasing _____Processing

_____Service _____Wholesale

_____Construction _____Contractor

_____Retail _____Distributor

_____Other (Specify) _____

5. _____Total number of workers (including owner or operator)

6. Employment opportunities

Number of current openings_____ _____
full-time part-time

Number of openings expected in next year _____ _____
full-time part-time

Number of openings during next five years due to turnover and additions

_____ _____
full-time part-time

APPENDIX 3.10

SAMPLE APPLICATION TO EMPLOY STUDENT LEARNER AT SUB-MINIMAL WAGE*

U.S. DEPARTMENT OF LABOR
WAGE AND HOUR AND PUBLIC CONTRACTS DIVISIONS

APPLICATION FOR A CERTIFICATE TO EMPLOY A STUDENT LEARNER

The certification of the appropriate school official on the reverse side of this application shall constitute a temporary authorization for the employment of the named student-learner at less than the statutory minimum wage applicable under section 6 of the Fair Labor Standards Act or at wages below the applicable Walsh-Healey Public Contracts Act or McNamara-O'Hara Service Contract Act wage determination, effective from the date this application is forwarded to the Divisions until a student-learner certificate is issued or denied by the Administrator or his authorized representative, provided the conditions specified in section 520.6(c)(2) of the Student-Learner Regulation (29 CFT 520) are satisfied.

PRINT OR TYPE ALL ANSWERS, PLEASE READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM.

1. Name and Address, Including Zip Code, of Establishment Making Application:	3A. Name and Address of Student-Learner: B: Date of Birth: (Month, day, year)
2. Type of Business and Products Manufactured, Sold, or Services Rendered:	4. Name and Address, Including Zip Code of School in Which Student-Learner is Enrolled:
5. Proposed Beginning Date of Employment (Month, day, year)	17. Title of Student-Learner Occupation:
6. Proposed Ending Date of Employment (Month, day, year)	18. Number of Employees in this Establishment
7. Proposed Graduation Date (Month, day, year)	19. Number of Experienced Employees in Student-Learner's Occupation
8. Number of Weeks in School Year	20. Minimum Hourly Wage Rate of Experienced Workers in Item 19
9. Total Hours of School Instruction Per Week	21. Special Minimum Wage(s) to be Paid Student-Learner (if a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid):
10. Number of School Hours Directly Related to Employment Training	
11. How is Employment Training Scheduled (Weekly, alternate weeks, etc.)?	22. Is an Age or Employment Certificate on File in This Establishment for This Student-Learner? (If not, see instructions)
12. Number of Weeks of Employment Training at Special Minimum Wages	
13. Number of Hours of Employment Training A Week	23. Is it Anticipated That the Student-Learner Will be Employed in the Performance of a Government Contract Subject to the Walsh-Healey Public Contracts Act of the McNamara-O'Hara Service Contract Act?
14. Are Federal Vocational Education Funds Being Used for This Program?	
15. Was This Program Authorized by the State Board of Vocational Education?	
16. If the Answer to Item 15 is "No", Give the Name of the Recognized Educational Body Which Approved This Program:	

24. OUTLINE THE SCHOOL INSTRUCTION directly RELATED TO THE EMPLOYMENT TRAINING (list courses, etc.).

25. OUTLINE TRAINING ON-THE-JOB (describe briefly the work process in which the student-learner will be trained and list the types of any machines used).

26. SIGNATURE OF STUDENT-LEARNER

I have read the statements made above and ask that the requested certificate, authorizing my employment training at special minimum wages and under the conditions stated, be granted by the Administrator or his authorized representative.

(Print or type name of student) | Signature of Student | Date

27. CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, as defined in section 520.2 of Student-Learner Regulations.

(Print or type name of official)

Signature of School Official | Date

Title_____

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Print or type name of employer or representative)

Signature of employer or representative | Date

Title_____

ATTACH SEPARATE SHEET IF NECESSARY

*This form is available from your nearest U.S. Department of Labor Office.

APPENDIX 3.11

TRAINING AGREEMENT FOR _____ OCCUPATIONS

_____ PUBLIC SCHOOLS
Cooperative Occupational Education

This establishes an agreement between _____ (school) and _____ (training center) regarding the employment of _____ (trainee) in _____ (occupation)

The provisions of this agreement are:

1. The on-the-job training will be in charge of _____ (on-the-job) _____ (instructor) for a period of _____ weeks.
2. The student will begin training on _____ (date) at the beginning wage of _____.
3. The trainee will work at least _____ hours per week in the training center.
4. The school shall be responsible for providing technical and related instruction.
5. The trainee shall progress from job to job in order to gain experience in all phases of the occupation listed in the Training Plan.
6. The schedule of compensation shall be fixed by the training center and shall be paid the same as to others with the same experience and ability.
7. The cooperative occupational education coordinator will assist with the adjustment of any problems.
8. The trainee agrees to perform his duties at the training center and in school diligently and faithfully.
9. The trainee shall have the same status as other employees of the center. The training may be terminated for the same reason as for any other employee.
10. No regular employee shall be laid off to train students.
11. If the trainee drops out of school he will not be employed by the training center for a period of at least 90 days.

We the undersigned are familiar with, and agree to the above provisions.

_____ (trainee)	_____ (employer)
_____ (parent or guardian)	_____ (coordinator)
_____ (school administrator)	_____ (chairman, advisory council)

APPENDIX 3.12

COOPERATIVE WORK AGREEMENT BROCHURE

Use: The format on this page and the information on the following pages can be used to develop a training agreement in attractive brochure form.

ALL PARTIES AGREE SIGNATURES	COOPERATIVE OCCUPATIONAL EXPERIENCE TRAINING AGREEMENT OF ____ HIGH SCHOOL

Figure 1. Illustration of the cover and back page of the brochure.

NAME OF BUSINESS, STUDENT, JOB, ETC. THE EMPLOYER AGREES	THE STUDENT AGREES THE COORDINATOR ON BEHALF OF THE SCHOOL AGREES THE PARENT AGREES

Figure 2. Illustration of the inside pages of the brochure.

BROCHURE CONTENTS

COOPERATIVE OCCUPATIONAL EXPERIENCE TRAINING AGREEMENT OF _____HIGH SCHOOL

The _____ agrees to permit _____

to work in that business for the purpose of gaining experience, knowledge and skill in the many phases of the business and in particular as _____

_____

name of occupation or job

The Occupational experience program is to continue for _____ months with a minimum of ____ hours per week of on-the-job experiences.

The Coordinator and the employer, or someone appointed by him shall prepare a schedule of the experiences to be obtained by the student on the job. This schedule of experiences is to be made a part of this agreement.

THE EMPLOYER AGREES

To provide the student with opportunities to learn as many jobs as possible with particular reference to those contained in the training program.

To coach the student in the ways which he has found desirable in doing his work and handling his problems.

To make an honest appraisal of the students performance on the job at the end of specific periods agreed upon.

To give the Coordinator time for short conferences regarding the progress of the student.

To avoid subjecting the student to unnecessary or unusual hazards.

To notify the parent and the school immediately in case of accident, sickness or any other serious problem which arises.

To provide adequate insurance protection for student while on the job.

If trainee drops out of school, he will not be employed by the employer until the end of the school year.

The starting salary of student trainer shall be $____ per hour.

THE STUDENT AGREES

To notify employer in advance when found necessary to be absent from work for justifiable cause.

To do a good days work according to his age and ability, recognizing that the employer must profit from his labor in order to justify hiring him.

To keep the employer's interest in mind, being punctual, dependable and loyal.

To follow instructions, avoid unsafe acts, and be alert to unsafe conditions.

To be courteous and considerate of the employer, his family and others.

To keep records of his work experience and to make such reports as required by the school.

To carry 24 hour accident insurance.

THE COORDINATOR ON BEHALF OF THE SCHOOL AGREES

To visit the student on the job at frequent intervals and to insure that he gets the most out of his experience.

To assist with the adjustment of any problems.

To show discretion in the time and circumstance of these visits, especially during emergency periods when the work is pressing.

THE PARENT AGREES

To assist in promoting the value of the student's experience by cooperating with the employer and the Coordinator.

The parent or guardian will be responsible for the personal conduct of the student while he is enrolled in the cooperative experience program.

To provide transportation to and from training center.

ALL PARTIES AGREE

That the initial ten (10) working days be regarded as a trial period to allow the student time to adjust and prove himself.

That in the event of difficulties in the interpretation of the terms of this agreement, the school shall be the mediator and its decision will be final.

This agreement may be terminated for cause at any time by either party, after due notice, but not without first consulting the school.

We the undersigned are familiar with, and agree to the above provisions.

Trainee	Employer
Address and Phone No.	Address and Phone No.
Parent or Guardian	Coordinator
School Administrator	Chairman Advisory Council

APPENDIX 3.13

COOPERATIVE WORK TRAINING PLAN
_____ HIGH SCHOOL (FORM)*

Use: To develop a training plan with an employer.

OCCUPATIONAL OUTLINE AND TRAINING PLAN FOR THE SCHOOL YEAR_____
NAME_____
DATE_____
COORDINATOR INITIALS_____

A. Title of your occupation (see O.E. Coding)_____

_____

B. O.E. NUMBER_____

C. Name and address of training station_____

_____

D. Name of Owner of Training Station_____

E. Name of Trainer of Student_____

F. Individual study references available:

Classroom	Training Station
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

G. Areas of Experience "on-the-job" experiences:

1._____

A._____

B._____

C._____

D._____

*Obtained from Herrin High School, Herrin, Illinois.

2. _____

   A. _____

   B. _____

   C. _____

   D. _____

3. _____

   A. _____

   B. _____

   C. _____

   D. _____

4. _____

   A. _____

   B. _____

   C. _____

   D. _____

5. _____

   A. _____

   B. _____

   C. _____

   D. _____

6. _____

   A. _____

   B. _____

   C. _____

   D. _____

APPENDIX 3.14

COOPERATIVE WORK TRAINING PLAN
_____ HIGH SCHOOL (COMPLETED FORM)*

Use: To illustrate a completed training plan.

OCCUPATIONAL OUTLINE AND TRAINING PLAN FOR THE SCHOOL YEAR 1973-1974
NAME Donald Jones
DATE September 1, 1973
COORDINATOR INITIALS J.D.E.

A. Title of your occupation (see O.E. Coding)
Auto Service Station Attendant

B. O.E. Number 915 867

C. Name and address of training station
Johnson's Standard Service Station, North Park Avenue, Anytown

D. Name of Owner of Training Station Mr. Joe Johnson

E. Name of Trainer of Student Same

F. Individual study references available:

Classroom	Training Station
1. Related Class ( ) High School	1. Service Station
2. Books: 'Occupational Outlook Handbook; Adult Education	2.
3. Occupational Essentials, Occupations & Careers.'	3.
4.	4.

G. Areas of Experience "on-the-job" experiences:

1. Pump Gas — Road Service

A. Check Battery, Tires, Etc. — Minor Service to Vehicle

B. Under Car Inspection, Muffler, Exhaust Pipe, Fuel Tank, etc. — Cooling System, Liquid, anti freeze

C. Lubrication, Charts, Levels, Type of Lube, weights

D.

*Adapted from Herrin High School, Herrin, Illinois.

Detail or Outline of "on the job" experiences:

2. Gas Service.

   A. Way to service different model cars, side, under license, front.

   B. Type of gas for the different pumps, octane rating, lead free, price.

   C. Clean windows, wind shields, check oil, water, etc.

   D. Check fan belts, tension, generator, clean off spilled gas and oil.

3. Check tires and other items.

   A. Battery check up, water & specific gravity, dead cell, cracks, (visual).

   B. Oil in engine, transmission, automatic drive, steering gear.

   C. Steering system lubrication.

   D. Brake Fluid and lines, master cylinder.

4. Under car inspection.

   A. Check muffler, pipe and exhaust system.

   B. Lubrication of car, knowledge of fittings, frame, Ac, filters.

   C. Springs lubrication, rear end check, differentials, lube levels type.

   D. Check tire tread, brakes, brake lines, etc. Check emergency brake cable.

5. Road Service.

   A. Jumper cable, correct battery hook, ground, positive, alternators.

   B. Tire service, gas gauges, tank empty, cold weather starts, fluid leaks.

   C. Minor adjustment.

   D. Starting cars, different methods, movement to another location.

6. Minor tune up.

   A. Spark plugs, ignition wires.

   B. Points, distributor cap, wires, adjustment gas.

   C. Condensers, coils, clean caps, cracks or dirty, etc.

   D. Carburator adjustment, lean, rich, idle, dirt.

Cooling system.
Fan belt tension, cracks, worn spots, size and kinds for make of car.
Fluid level, water, anti freeze, heater hose, radiator hose.

Thermostats, summer and winter degrees of temperature.
Radiator leaks, dirt in cores, bugs in front screen.

APPENDIX 3.15

AGREEMENT FOR COSMETOLOGY TRAINING

Use: To develop a contract that satisfies legal requirements that may be of concern to a school.

AGREEMENT FOR COSMETOLOGY TRAINING BETWEEN
_____DISTRICT NO. _____
AND
_____ACADEMY OF BEAUTY CULTURE, INC.*

This Agreement made this _____ day of _____ 197___, between BOARD OF TRUSTEES OF JUNIOR COLLEGE DISTRICT NO. _____, (legal description of school location), AND STATE OF ILLINOIS organized and existing under the laws of the State of Illinois (hereinafter referred to as the "District") with its principal office located at _____, Illinois, and _____ACADEMY OF BEAUTY CULTURE, INC., an Illinois corporation, owner and operator of the _____Academy of Beauty Culture, Inc. which is presently located at _____, Illinois, (hereinafter referred to as the "Beauty School"):

WHEREAS, the District and the Beauty School wish to mutually participate in a vocational training program in cosmetology; and

WHEREAS, under said program the District will enroll a designated number of new students not to exceed thirty (30) per college quarter with the Beauty School which is accredited by the Illinois Department of Registration and Education, will furnish instruction and clinical training to such students in cosmetology under the terms and conditions as set forth herein:

NOW, THEREFORE, IN CONSIDERATION OF THE MUTUAL PROMISES OF THE PARTIES, EACH BARGAINED AND GIVEN IN EXCHANGE FOR THE OTHER, IT IS HEREBY MUTUALLY AGREED AS FOLLOWS:

---

*Reproduced by permission of Illinois Eastern Junior College, Olney, Illinois.

1. STUDENT ENROLLMENT: The District shall procure and enroll with the Beauty School qualified students for instruction and clinical training in cosmetology as set forth herein, the exact number of students to be mutually agreed upon with the Beauty School but not to exceed ___ new students per college quarter.

2. INSTRUCTION, RECORDS, ETC.: The Beauty School shall provide instruction and clinical training to students as prescribed by the Department of Registration and Education of the State of Illinois. The Beauty School shall maintain records of attendance, grades and hours of instruction. The Beauty School shall submit to the District Counsellor quarterly evaluation reports of each student by grade cards in order to assist the District Coordinator in his assessment of each student's progress. The Beauty School shall allow the District Coordinator to make periodic calls at the Beauty School for the purpose of observing and assessing the progress of the students.

3. TUITION, TERM AND RENEWAL: The District shall pay the Beauty School the sum of _____ per student for instruction and a mannequin, with each student receiving 1500 hours of instruction or training, being the number of hours necessary for a student to graduate or to qualify to take the State examination for a Beauty Culture License in the State of Illinois.

4. MODE OF PAYMENT AND CANCELLATIONS: The Beauty School understands that the District will get reimbursement for its students only after each such student has actually been enrolled at mid-term of the college quarter for which he/she has enrolled in the course offered. For that reason, the payments are scheduled to be made by the District to the Beauty School in the following manner for each student:

A. MODE OF PAYMENT: A deposit shall be paid by the student to the Beauty School in the amount of _____ at the time of enrollment, which payment shall represent the purchase price for a mannequin, which item

is necessary for the student to use for the course in which he/she has enrolled. If the student fails to complete the first quarter, then he/she shall retain the mannequin and the Beauty School will retain the _____.

The Beauty School will refund the _____ to the student in the following manner:

1. _____ will be refunded upon completion of the first quarter.

2. An additional _____ will be refunded upon completion of the second quarter.

3. The final _____ will be refunded upon completion of the third quarter.

The District shall pay the Beauty School not earlier than three (3) months after enrollment but under no circumstances later than six (6) months after the student has commenced his/her course, the sum of _____ per student.

The second payment shall be made not earlier than six (6) months after the enrollment but not later than nine (9) months after the student has commenced his/her course, and it shall be in the amount of _____ per student.

The third payment shall be made not earlier than nine (9) months after the enrollment but not later than twelve (12) months after student has commenced his/her course, and it shall be in the amount of _____ per student.

B. TERMINATION: If either the student or the college or the Beauty School terminates the course, in such case the following provisions as to payments shall govern:

1. If such termination shall be made prior to mid-quarter after beginning of courses, no payment of any kind shall be due to the Beauty School.

2. If student, college or Beauty School terminates the training following mid-quarter of the first college quarter, the full first installment will be paid to the Beauty School.

3. If student, college or Beauty School terminates the training prior to the mid-quarter of the second college quarter, the full

first installment shall be due but no second or third installment shall be due.

4. If student, college or Beauty School terminates the training following mid-quarter of the second college quarter, the full first and second installments will be paid to the Beauty School.

5. If student, college or Beauty School terminates the training prior to the mid-quarter of the third college quarter, the full first and second installments shall be due but no third installment shall be due to the Beauty School from the college.

6. If student, college or Beauty School terminates the training following mid-quarter of the third college quarter, the full first, second and third installments of the tuition of the Beauty School shall be paid to said Beauty School by the college.

5. CLASSES AND HOURS: The Beauty School shall be located at _____, Illinois. The hours of classes shall be _____ o'clock A.M. to _____ o'clock P.M. daily except Sundays, Mondays and Holidays; on Saturdays classes run from _____ o'clock A.M. to _____ o'clock P.M.

6. RECISTRATION AND QUALIFICATION OF STUDENTS: Each student and his/her parent or guardian, if he/she be a minor, shall execute a registration and matriculation application with the Beauty School for submission to the Department of Registration and Education of the State of Illinois. Each Registration and Matriculation Application shall show or be accompanied by the following requirements of the Illinois Beauty Culture Act and the Rules and Regulations for the Administration of the Illinois Beauty Culture Act of the Department of Registration and Education before a student may be permitted to attend or participate in cosmetology training:

a) Health certificate signed by the student's family physician attesting that the student is in good health;

b) Proof that the student is a graduate of at least the eighth grade or equivalent thereto;

c) That the student is native born or has filed a Declaration of Intent; and,

d) An executed form of the modified Registration contract delivered to the Beauty School.

7. DUTIES OF STUDENTS: In addition to any and all other duties as set forth herein, each student shall:

a) Supply has own white professional uniforms and shoes and transportation to and from the Beauty School; and,

b) Adhere to the Rules and Regulations of Beauty School which are attached hereto and made a part hereof by reference marked "Exhibit A"; it being understood the Beauty School shall not be responsible for any acts of the students.

8. PRIVILEGES OF BEAUTY SCHOOL: The Beauty School shall have the right and sole discretion to drop or expel any student, who, in the opinion of the Beauty School, it not meeting its academic standards or is not adhering to the Rules and Regulations of the Beauty School by forwarding to the District and the respective student a seven (7) day written notice in advance containing but not limited to the reason for the disconnection, the date the disconnection becomes effective when student discontinues taking course.

9. SUPPLIES: There is no charge by the Beauty School for equipment or supplies furnished to the student under any circumstances. The student will be instructed by the District that upon failure to complete course, the student must return to the Beauty School the "Kit" and books furnished to such student by the Beauty School.

10. LIABILITY INSURANCE, ETC.: The Beauty School shall provide the District with a certificate of liability insurance for the school premises in the amount of $100,000.00 per student and $300,000.00 per accident, and $5,000.00 property damage, with the District being named as additional insured. It is understood that said liability insurance of the Beauty School shall be only for the school premises. Any liability in the transportation to and from the school or in any activity outside the Beauty School shall be

the responsibility and liability of individual students and their parents or guardians if they be minors.

11. NOTICES AND DEMANDS: All notices and demands herein shall be in writing. The mailing of notices or any other instrument shall be sufficiently served hereunder if duly sent by registered or certified mail (return receipt requested), addressed to the respective addresses as stated above, subject to the right of any party to designate by notice in writing a new address to which notice must be sent.

12. AMENDMENTS: This agreement may from time to time be altered, amended or cancelled in whole or in part, subject, however, to the express condition precedent that such alteration, amendment or cancellation shall be in writing and signed by the parties; and the same shall not be invalid because of the lack of consideration, but shall have the same force and effect as though originally embodied herein.

13. PRIOR AGREEMENTS, ETC.: This agreement supersedes and takes the place of any and all prior agreements, representations and negotiations, and said prior agreements, representations and negotiations are hereby released and terminated.

14. CAPTIONS: The captions at the beginning of each paragraph shall not be construed to limit or restrict the language contained therein; it being the intention of the parties that said captions are employed simply as a convenient index.

15. TERM OF CONTRACT: This contract between the District and the Beauty School shall be continuous from this date. Both the District and the Beauty School shall, however, have the right to terminate this contract upon giving written notice to the other at least ninety (90) days before the date upon which either District or Beauty School desires to terminate this contract.

Notwithstanding the foregoing, in case of termination as above stated, the Beauty School shall continue its obligation to those students already enrolled, until those students have completed their training and are qualified to take State examination as provided in paragraph 3 of this agreement. The District will pay the Beauty School for such students as hereinbefore provided.

16. BENEFIT: This agreement shall be binding upon and shall inure to the benefit of the parties, their successors and assigns.

17. ENTIRE AGREEMENT: This agreement contains all of the terms, covenants and conditions between the parties and no modifications, additions waivers or alterations shall be binding unless in writing and signed by the party against whom the same is sought to be enforced.

This entire agreement shall be subject to the approval by the Illinois Junior College Board, Board of Vocational Education and Rehabilitation and by the Board of Higher Education.

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals the day and year first above written.

_____ACADEMY OF BEAUTY CULTURE, INC., an Illinois corporation,

By_____
President

ATTEST:

_____
Secretary

(S E A L)

Subscribed and sworn to before me this _____ day of _____, 197__.

_____
Notary Public, _____County
State of Illinois
My Commission expires _____

BOARD OF TRUSTEES OF JUNIOR COLLEGE DISTRICT NO._____
COUNTIES OF _____
_____
_____
_____,
AND STATE OF ILLINOIS

By_____
President

ATTEST:

_____
Secretary

(S E A L)

Subscribed and sworn to before me this _____ day of _____ 197__.

_____
Notary Public, _____County
State of Illinois
My Commission expires_____

APPENDIX 3.16

JOINT AGREEMENT RESOLUTION*

Use: To develop legally acceptable joint agreements with other schools.

Whereas, present statutes allow school districts to jointly offer programs for better educational advantages, and

Whereas, an efficient and proper program cannot feasibly be conducted by one district alone, and

Whereas, Section 10-22.31a of The School Code of Illinois authorizes joint agreements between several school districts, through their school boards, to establish such programs:

Now, therefore, let it be resolved that _____
Name of District
No. ____ _____, County of _____, Illinois,
Town
be authorized to enter into a joint agreement with the following district and/or districts_____
_____
and be bound thereby, and

Be it further resolved that the President and Secretary of this Board are hereby authorized to direct and execute said joint agreement, copy of which is attached hereto, and

Be it further resolved that this Board of Education hereby approves of the Program for_____as pre-
Name of Joint Agreement or Area Vocational Center
sented, a copy of programs is attached hereto.

CERTIFICATION

I, _____, Secretary of the Board of Education of _____,
Name of District
_____, _____ County, Illinois do hereby certify that
District Number
the above and foregoing is a true and correct copy of a certain resolution which was duly passed by said Board at its regular meeting held on the _____ day of _____ A.D., 19___.

ATTEST:

_____	_____
President of Board	Secretary of Board
_____	_____
District Number County	District Number County
_____	_____
City State	City State

*This form is available from the State of Illinois, Office of the Superintendent of Public Instruction, Michael J. Bakalis, Superintendent, or, the Division of Vocational and Technical Education, 1035 Outer Park Drive, Springfield, Illinois 62706.

APPENDIX 4.0

EVALUATION OF THE CITIZENS' ADVISORY COUNCIL

Date_____

Directions: Circle the number which indicates your response to the question or statement.

NA-Not applicable
1=Poor or missing
2=Fair
3=Good
4=Excellent
5=Superior

	RESPONSE
1. Helps develop school staff as a source of resource people	NA 1 2 3 4 5
2. Assists the school faculty in becoming aware of the advisory council's efforts to identify and make the staff aware of possible resources for use in the school	NA 1 2 3 4 5
3. The Citizens Advisory Council contacts former students as possible resources for the teachers.	NA 1 2 3 4 5
4. Helps to revise the form(s) the students use to evaluate their training stations	NA 1 2 3 4 5
5. Contacts members of the community about resources for educational purposes	NA 1 2 3 4 5
6. Helps identify substitute or resource instructors from the community to assist regular teachers in the classroom and/or teach specialized program areas	NA 1 2 3 4 5
7. Helps identify potential training stations for the placement of students in cooperative education programs.	NA 1 2 3 4 5
8. Arranges meetings to establish a speaker's bureau.	NA 1 2 3 4 5
9. Assists in the arrangement of plant or field trip visits for teachers to upgrade their teaching background in particular occupational areas.	NA 1 2 3 4 5
10. Is a source of resource people for the educational program.	NA 1 2 3 4 5
11. Assists in the formulation of a speaker's bureau	NA 1 2 3 4 5
12. Helps develop a system of visits to vocational center area schools	NA 1 2 3 4 5
13. Assist in determining job-entry skill requirements for the occupations provided by the school	NA 1 2 3 4 5
14. Contributes to the improvement of the school, its programs, and its relationship with the community.	NA 1 2 3 4 5
15. Assists in the placement of students in part- and full-time employment.	NA 1 2 3 4 5
16. Advises in job placement of career program graduates	NA 1 2 3 4 5
17. Assists in the development of apprenticeship and on-the-job training related courses.	NA 1 2 3 4 5

18. Assists the instructors in the formation of accurate, realistic specialized instructional projects for group and individual instruction . . . . . NA 1 2 3 4 5
19. Assists in the development and periodic evaluation of course content to assure its being up to date . . . . . NA 1 2 3 4 5
20. Helps obtain needed school equipment and supplies on loan as gifts, or at special prices. . . . . NA 1 2 3 4 5
21. Helps establish a library of specialized visual aids, magazines, and books concerning industry and business in conjunction with the school library . . . . . NA 1 2 3 4 5
22. Helps provide, whenever possible, training resources for exhibit and instructional purposes in classrooms and shops. . . . . NA 1 2 3 4 5
23. Assists in seeking the cooperation, when needed, from other agencies for career education. . . . . NA 1 2 3 4 5
24. Presents panel discussions when and where needed composed of members of the advisory council . . . . . NA 1 2 3 4 5
25. Evaluates its work at least annually . . . . . NA 1 2 3 4 5
26. Holds or assists in holding workshops for teachers in how to use the community and its resources for the educational programs in the school . . . . . NA 1 2 3 4 5
27. Assists in the development of evening school skill improvement and technical courses. . . . . NA 1 2 3 4 5

APPENDIX 4.1

EVALUATION OF GUEST SPEAKERS

Speaker_____ Date_____
Topic or Title_____

Directions: Circle the number which most nearly indicates your response.

5=Positive response or strongly agree.
3=Middle or undecided.
1=Negative response or disagree.
NA=Not applicable or does not apply

	RESPONSE
1. The objective of the speaker's visit has been made clear.	NA 1 2 3 4 5
2. How much agreement was there between objectives and assignments?	NA 1 2 3 4 5
3. Was the speaker's presentation well organized?	NA 1 2 3 4 5
4. Have clear explanations been made of the important ideas?	NA 1 2 3 4 5
5. Did this speaker encourage you to ask questions?	NA 1 2 3 4 5
6. How well was class time used?	NA 1 2 3 4 5
7. Does this speaker have speaking mannerisms or personal traits that interfere with your learning?	NA 1 2 3 4 5
8. How would you describe the attitude of fellow class members toward this speaker?	NA 1 2 3 4 5
9. How much time and effort did you put into this class compared to classes of equal credit?	NA 1 2 3 4 5
10. How stimulating was the speaker?	NA 1 2 3 4 5
11. In comparison to all other speakers you have heard, how would you rate this speaker?	NA 1 2 3 4 5
12. How well does the speaker's topic relate to the class instruction?	NA 1 2 3 4 5

Other comments:

_____
_____
_____
_____
_____
_____
_____
_____
_____

APPENDIX 4.2

GUIDE FOR EVALUATING FIELD TRIPS

Place visited _____ Date _____
Purpose or objectives of this trip _____

Directions: Circle the appropriate number to indicate your response. S (5)=Superior; F (3)=Fair; & P (1)=Poor or lacking. NA=Not applicable or does not apply, no response.

Purpose or Objectives:

1. The purposes were clear and definite. . . . . NA 1 2 3 4 5
2. The students shared in formulating the purposes of the trip. . . . . NA 1 2 3 4 5
3. The purposes were such that this field trip is especially desirable as a teaching device . . . . . NA 1 2 3 4 5

Preliminary Preparation:

4. It was evident that students were oriented to the need for this trip . . . . . NA 1 2 3 4 5
5. Appropriate questions to be asked and observations to be made were developed with the class . . . . . NA 1 2 3 4 5
6. Responsibilities to be assumed by participants were discussed and delegated . . . . . NA 1 2 3 4 5
7. Specific directions were developed for all phases of the trip. . . . . NA 1 2 3 4 5
8. Preliminary arrangements were made at the place to be visited . . . . . NA 1 2 3 4 5
9. Arrangements for transportation were carefully made. . . NA 1 2 3 4 5
10. Proper arrangements were made with the school administration and school staff . . . . . NA 1 2 3 4 5

Conduct of the trip:

11. Student responsibility was assumed as planned . . . . . NA 1 2 3 4 5
12. A high degree of interest was shown throughout the trip. . . . . NA 1 2 3 4 5
13. Student participation was in keeping with the nature of the trip. . . . . NA 1 2 3 4 5
14. Students made appropriate notations and observations. . . NA 1 2 3 4 5
15. Proper courtesies were extended to the persons at the place visited. . . . . NA 1 2 3 4 5
16. The time schedule was kept as planned . . . . . NA 1 2 3 4 5

Outcomes and Results:

17. The students participated in evaluating the trip. . . . . NA 1 2 3 4 5

18. The students participated in summarizing the trip and drawing appropriate conclusions . . . . . NA 1 2 3 4 5
19. This field trip contributed significantly through the development of necessary skills, knowledges, approved practices, awareness of new problems, or broadened program . . . . . NA 1 2 3 4 5
20. New interests resulting from this trip were in evidence through informal comments, extended reading, and contributions in class. . . . . NA 1 2 3 4 5
21. The students showed growth in ability to plan for and participate in later field trips. . . . . NA 1 2 3 4 5

Comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

****

Suggestions for Using The Guide

The list of 21 statements in the left-hand column of this guide describe briefly some criteria for conducting field trips. If, in the field trip being evaluated, a given practice is utilized in a highly satisfactory manner, circle either number 5 or number 4. If the practice is poorly applied, circle number 2 or number 1. Under "Comments", a note should be made if a practice is completely lacking or if a brief description will make the rating clear. After noting the strengths and weaknesses of the field trips as shown by the ratings recorded for it, possible methods of improvement should be considered. (In many cases the teacher may decide to have the students aid in evaluating the field trips and making suggestions for improvements.)

APPENDIX 4.3

GUIDE FOR ___(X)*___ OCCUPATIONS COURSE EVALUATION

Name of Course_____Name of Instructor_____Date_____

Instructions

Please do not sign this paper. I am interested in your honest opinions and evaluation of this course. In answering the questions, consider such items as course content, methods of instruction, etc. Your opinions will help me to evaluate the course and thus to make necessary changes and innovations to make the course more interesting, relevant, and to better meet the needs of future students taking the course. Your opinions and honest statements on this paper will in no way affect your grade. I ask only that you be honest and sincere in your evaluation.

A. Circle the answer that you feel is the best for each question.

1. In general I (liked, disliked) the course?
2. The content of the course was (relevant, irrelevant)?
3. The course will be valuable to me if I become a ___(X)___ (yes, no).
4. The course will be valuable to me if I do something other than ___(X)___? (yes, no).
5. The course was worth taking? (Yes, no).
6. I (would, would not) recommend that my friends take this course?
7. Student organizations were emphasized (too much, too little, just right)?
8. There were (too many, not enough, just enough) field trips?
9. Students discussed (too much, not enough, just right)?
10. Student organization membership should be required of all students in the program? (yes, no)
11. The instructor should lecture (more, less)?
12. I felt free to express my opinions on ideas in class? (yes, no)
13. Class discussion was hurried too much? (yes, no)
14. There were (too many, too few, just enough) tests and quizzes?
15. The tests were (too easy, too difficult, just right)?
16. The tests were graded (fairly, unfairly)?
17. I had enough time to ask any questions that I wanted to? (yes, no)
18. Questions were sufficiently answered by the instructor? (yes, no)
19. The classes were usually interesting? (yes, no)
20. The instructor seemed to know the material? (yes, no)
21. Discipline was (too strict, too easy, just right)?
22. The instructor seemed genuinely interested in the students? (yes, no)
23. Note taking should be encouraged to help me study for exams? (yes, no)
24. As a result of this course, I would take another ___(X)___ course? (yes, no)
25. This course was a waste of time? (yes, no)
26. I wish that I would have taken some other course? (yes, no)
27. The teacher seemed enthusiastic about the lessons? (yes, no)
28. I participated in discussion as much as I wanted to? (yes, no)
29. The instructor tried to cover too much material? (yes, no)

B. Answer the following questions with short sentences and paragraphs

1. What did you most dislike about this course?

2. What did you like the best about the course?

3. I have the following suggestions for improving the course?

4. Other comments about the course?

5. Suggestions to the teacher for self-improvement?

C. Number the following portions of the course in order of preference. Use number 1 for the part you like the most, No. 2 for your second choice, etc.

_____ **_____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

D. I will be taking another __(X)__ course next year? (yes, no)

E. My expected grade in this course is (A, B, C, D, F)

*Note to Instructor or Person Using This Form: All blanks marked (X) should be filled in with the name of the course or class being evaluated.

**In this part of the form the teacher should break the course down into its components or parts so that the student can designate what portion of the course was of most interest to him/her.

APPENDIX 4.4

STUDENT EVALUATION OF A COOPERATIVE OCCUPATIONAL PROGRAM*

Use: To be completed by the trainee upon completion of the course as a means to measure the success of the total program.

Your name_____Age___Sex___Grade_____Date_____

1. List the firm(s) and occupation in which you received training:

Name of firm(s)	Occupation	Weeks of Training
a.		
b.		
c.		

2. What are your plans for next year? (check one)

   a. Trade school____
   b. Employment____(Specify)_____
   c. College____
   d. Other (List)_____

3. Please rate your on-the-job training experience:
   1=Poor or missing
   3=Good
   5=Excellent

	RESPONSE				
a. On-the-job supervision.	1	2	3	4	5
b. Help received from on-the-job instructor.	1	2	3	4	5
c. Help received from other employees	1	2	3	4	5
d. Variety of job experiences. . . .	1	2	3	4	5
e. Opportunity for advancement . . .	1	2	3	4	5
f. Wages	1	2	3	4	5
g. Working conditions.	1	2	3	4	5

4. Please rate the value of your classroom-related instruction:
   1=Poor or missing
   3=Good
   5=Excellent

	RESPONSE				
a. Value of textbook work.	1	2	3	4	5
b. Value of coordinator's counseling.	1	2	3	4	5
c. Value of other teacher's counseling.	1	2	3	4	5
d. Value of films.	1	2	3	4	5
e. Value of field trips.	1	2	3	4	5
f. Value of guest speakers	1	2	3	4	5
g. Value of resource material. . . .	1	2	3	4	5

*Adapted from Colorado State Board of Vocational Education, Handbook for Developing and Operating Agricultural Occupations Programs. Fort Collins: University of Colorado.

5. Did on-the-job training interfere with other school activities?
   Yes___No___. If yes, designate activities.
   ( ) Athletics ( ) Student organizations
   ( ) Dramatics ( ) Other_____
   ( ) Music _____

6. What topics covered in your related instructional program helped you the most?
   a._____
   b._____
   c._____
   d._____
   e._____

7. What other school subjects were of most benefit to you?
   a._____ e._____
   b._____ f._____
   c._____ g._____
   d._____ h._____

8. Did you receive enough assistance from the teacher-coordinator?
   Yes___No___. How could he have helped more?_____
   _____
   _____

9. Did you receive enough assistance from your on-the-job supervisor?
   Yes___No___.

10. Would you recommend this type of training to others?
    Yes___No___.

11. Please write comments which you feel would help improve the training program._____
    _____
    _____
    _____
    _____
    _____

APPENDIX 4.5

APPRAISAL OF TRAINING CENTERS

USE: To be filled out by the teacher-coordinator at the end of the training period. It is to be kept as a confidential record. This information may be used in the selection of future training centers.

Name of Cooperator_____ Coordinator_____

Address_____ Date_____

	Exc.	Good	Fair	Poor
1. Interest of the cooperator in the program				
2. Willingness to cooperate with consultant committee				
3. Respectibility and responsibility of the cooperator				
4. Quality of on-the-job instruction				
5. Competency of the employee				
6. Reputation of the firm				
7. Regularity of employment				
8. Variety of work experience available				
9. Volume of business				
10. Wage paid to trainee				
11. Opportunity for advancement				
12. Company policies concerning employment of students				
13. Standards of workmanship to be met				
14. Degree of specialization required				
15. Employer-employee relationship				
16. Opportunity for permanent employment				
17. Assistance given in the selection of trainees				
18. Employer supervision (foreman, etc.)				
19. Employer-customer relationship				
20. Distance of training center from school				
21. Facilities, equipment and methods				
22. Morale climate				
23. Number of training hours provided				
24. Adequacy of training period to make trainee employable (Explain)				

APPENDIX 4.6

EVALUATION OF THE STUDENT IN THE COOPERATIVE VOCATIONAL EDUCATION PROGRAM

Student's name_____
Training Center_____
Supervisor_____

Hours worked per week (grading period)
1st___
2nd___
3rd___
4th___
5th___
6th___
___ Total

From_____, 19__ to_____, 19__

Rating for the ____ grading period.

Rating code: 5=superior, 4=good, 3=average, 2=poor, 1=very poor

CHARACTERISTICS	Weekly Evaluation 1st.	2nd.	3rd.	4th.	5th.	6th.	Total
1. Attendance and punctuality --actual attendance.							
2. Interest							
3. Attitude: toward constructive criticism, job, superiors, & other employees.							
4. Appearance: compare with standard set by other employees in occupation.							
5. Responsibility: ability and willingness to accept.							
6. Respect of property: uses equipment in proper manner. Realizes value and conserves property. Observes safety rules.							
7. Initiative: works with minimum amount of direction. Improves methods with experience.							
8. Quality of work: degree of proficiency comparable to trained operator.							
9. Quantity of work: time required to perform work as compared to trained operator.							
10. Progress: aptitude of learning new work, retention of skills, and growth in job maturity.							

(Write comments pertaining to student on back of this sheet.)

APPENDIX 4.7

EMPLOYER APPRAISAL OF THE COOPERATIVE VOCATIONAL EDUCATION PROGRAM*

Date_____ Firm_____

Name_____ Name of Student Trainee_____

Length of training period given trainee_____
(months)

1. Rate the training program, based on your own association with it.
   Outstanding____ Good____ Average____ Poor____

2. What do you believe to be the greatest strength of the cooperative vocational education program?_____
   _____

3. What do you believe to be the greatest weakness of the program?_____
   _____

4. Rate the total performance of your trainee in comparison with other beginning workers. Above average____ Average____ Below average____

5. Did you have sufficient school cooperation? Yes___ No___.

6. Did you have sufficient contact with the teacher-coordinator? Yes___ No___

7. Do you feel that the cooperative vocational education program should remain a part of the school program? Yes___ No___.

8. Do you plan to continue to participate in the program? Yes___ No___.

9. Has this program provided the experience you desire of an employee? Yes___ No___.

10. Has the trainee received sufficient training to be hired full-time by your firm if an opening existed? Yes___ No___.

11. For what level of employment is this trainee now competent?_____
    _____
    (Job title or description)
    _____

*Adapted from Colorado State Board for Vocational Education and Colorado State University, Handbook For Developing and Operating Agricultural Occupations Programs. Fort Collins, University of Colorado.

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